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ABSTRACT

This handbook is intended to aid in the implementation of the Pennsylvania School Improvement Program (PSIP), a curriculum improvement program. The PSIP model of curriculum improvement contains an intermediate unit (IU) linker (curriculum specialist) leading a school-level local action team (LAT) through a structured problem-solving approach to curriculum improvement with support provided by a school action team (SAT). The LAT is made up of the principal, teachers, and other staff. The SAT members are usually IU specialists or other resource persons. The PSIP model provides a structure for the delivery of technical assistance to a school. Its elements include school visitation by the IU linker, assessment of the needs of the school, knowledge consolidation to determine specific "products" needed, product selection, and product implementation and evaluation. Following introductory materials, most of the handbook consists of step-by-step descriptions of the detailed activities that make up the PSIP process. (Author/JM)

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PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

THE LINKER'S HANDBOOK

FOR CURRICULUM IMPROVEMENT STRATEGIES

Volume I
Modules 1 through 11
Introduction and Orientation to PSIP
and Curriculum Assessment Activities

Developed and Produced by

Pennsylvania School Improvement Program
Bureau of Curriculum Services
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Foreword

The Pennsylvania Department of Education accepted a grant from the National Institute of Education in July 1976 to establish an environment in the education community to support a model and process for the improvement of basic skills in the Commonwealth schools. The Pennsylvania School Improvement Program (PSIP) was initiated to develop and demonstrate various curriculum improvement strategies in the local schools through the cooperation of the PDE, intermediate units and several research and development agencies. One significant outcome of this program was the development and refinement of a generic curriculum improvement process for use at the school level.

School Improvement Process: The Linker's Handbook for Curriculum Improvement Strategies, is a compilation of successful activities and resources based upon research-proven processes and the PSIP experiences in the pilot schools in Intermediate Units #5 and #20.

The Handbook was designed to serve a number of audiences. It is an excellent guide for curriculum specialists at the intermediate unit level to use while providing curriculum services to participating school districts. The Handbook is also a useful guide to principals and curriculum specialists at the local district level. Curriculum specialists and consultants at the college level and in the curriculum research and development community should find this to be a useful guide.

The Handbook offers a Curriculum Improvement Process which uses data from many PDE programs such as Educational Quality Assessment and Long Range Planning. Other data can be used in the Curriculum Improvement Process and the Process is adaptable to most local school needs either within the Commonwealth or in other states. The process is a problem solving approach with four sequential steps: Needs Assessment, Knowledge Consolidation, Selection of a Product, and Implementation and Evaluation.

The Handbook has been an exceptionally effective guide for the intermediate unit curriculum specialists (linkers) involved in PSIP as they assisted the pilot schools through a curriculum change. It is intended to be a guide, and the process can be modified to meet the unique characteristics of any school district. To this end, we believe the Handbook to be an extremely useful tool for curriculum specialists.

Frank S. Manchester
Commissioner for Basic Education
Pennsylvania Department of Education

Acknowledgements.

Many persons have been involved in bringing this handbook to fruition. This document fills a major gap in providing a curriculum specialist at the intermediate unit level or district level with a guide for assisting a local school accomplish its educational goals.

We are deeply indebted to the many contributors who very unselfishly gave of their time and talent towards preparing this handbook and making the Pennsylvania School Improvement Program a success.

Ann Graeber provided great assistance in preparing the materials, strategies and format for the needs assessment activities in the handbook. The procedures and details involved in knowledge consolidation and the activities designed for the selection process modules were coordinated by Carolyn Trohoski and we are grateful for her support. We are also most grateful to Ann Graeber, Penny Traver and Peggy Stank for their special contribution to developing and refining the implementation, planning and evaluation activities.

A special note of gratitude is given to Ernie Harrison for his many suggestions and comments during the development and design of the handbook.

On the technical side, Ann Graeber, Penny Traver and Henry Campiglia, all from RBS, devoted much time and effort towards the actual production of this handbook.

We are, indeed, grateful to the many individuals involved in the development and preparation of this handbook.

Jay Smink Director
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INTRODUCTION

The purpose of the School Improvement Process Linker's Handbook is to facilitate the implementation of the Pennsylvania School Improvement Program (PSIP) process in participating schools and districts. PSIP offers school districts an opportunity to learn a tested curriculum improvement process and to apply that process to a local school program. The process is accomplished through the mediation of a linker, a person who has been trained to assist school districts make school improvements. This handbook has been prepared for use by that linker.

Following this brief introduction, the handbook contains a description of the PSIP model and the five major elements of the process. That description is followed by a discussion of the role of the linker in the PSIP process, and a source for documents related to linker skills and educational innovation is noted. The handbook then covers the planning and scheduling of PSIP activities including a milestone and activity chart and a list of planning and follow-up activities for which the linker is responsible. These introductory elements then conclude with a description of how the handbook is organized; suggested procedure for using the handbook to prepare for an activity session and a glossary of terms and acronyms related to PSIP. The rest of the handbook consists of the detailed sets of activities (modules) which comprise the PSIP process

The activities and processes described in the handbook were developed and used successfully by educators and researchers working closely with schools in identifying research and development (R&D) products that would best address the specific needs identified by the school. These individuals usually served on a School Assistance Team (SAT) that worked with a Local Action Team (LAT) in developing and using these activities. The following external agencies were involved: Intermediate Units (IU); Research for Better Schools, Inc. (RBS) of Philadelphia, Pa.; Research and Information Services for Education (RISE) of King of Prussia, Pa.; the Learning Research and Development Center (LRDC) of the University of Pittsburgh; and the Pennsylvania Department of Education (PDE).

The improvement process in the handbook is not offered as a panacea. It is recognized that there may be other improvement processes that are equally effective. However, it should be kept in mind that the strategies described in the handbook are based on the successful experience of schools, IU linkers and resource agencies working together to improve basic skills programs through using R&D products selected on their proven ability to meet specific needs.

It should also be mentioned at this point that the handbook is easily adaptable as an instrument for training persons to apply the PSIP process. School district curriculum supervisors or comparable professional personnell working directly with schools would be ideal candidates for the linker role. However, a person planning to apply the process must participate in a formal training program. The observation of an experienced linker using the handbook should be part of that training.

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

The Pennsylvania School Improvement Program provides technical assistance to school districts interested in curriculum improvement. The accomplishments and learnings gained so far in PSIP are attributed to the participating agencies and staff working within the organizational structure provided by the School Improvement Model and to the Curriculum Improvement Process developed and utilized in the program. Therefore, the delivery of technical assistance and services to the local schools is best understood by describing the School Improvement Model and the basic elements of the Curriculum Improvement Process. Following is a general discussion of these two vital elements.

School Improvement Model

The basic PSIP model consists of an Intermediate Unit (IU) linker (curriculum specialist) leading a school level Local Action Team (LAT) through a structured problem solving approach to curriculum improvement, with additional support provided by a School Assistance Team (SAT). From the original conceptualization of the model in 1976 throughout the experiences and modifications which have resulted in the current program, the basic notion of the intermediate unit serving in a "linkage role" has been maintained. That is, the intermediate unit has provided liaison between the curriculum needs of local school districts and the many national, state and local resources available to them.

During the initial years of PSIP activities, the SAT support was provided primarily by staff from Research and Information Services for Education (RISE), Research for Better Schools, Inc. (RBS) and Learning Research and Development Center (LRDC). PSIP experiences have reinforced the importance of the SAT and have shown that SAT support roles can be successfully provided by additional curriculum specialists in the IU, Pennsylvania Department of Education (PDE) staff or school staff from neighboring districts.

Much could be written about the value of external technical assistance; however, the basic model used in PSIP has proven itself and no further discussion is warranted at this time. In summary, the current PSIP School Improvement Model retains the SAT-IU-LAT structure with the major process responsibilities assumed by the IU linker. The SAT members are usually IU specialists or regionally available resource persons. The LAT consists of the school principal, representative teachers and other district or administrative staff. The PSIP process provides LAT training in decision making in the areas of curriculum analysis, search and selection techniques among R&D products and implementation and evaluation planning for the installation of a curriculum change.

Curriculum Improvement Process

The PSIP model provides a structure for the delivery of technical assistance to a school. The technical assistance consists of a series of activities assembled into a structured problem solving process. This structured curriculum process was prepared from other validated processes and produced for use in this program. The process comprises structured modules that allow the IU linker to lead a school from problem identification to the installation of an R&D product solution within the curriculum.

The process has five major elements each of which is critical to the process. These elements are School Visitation, Needs Assessment, Knowledge Consolidation, Product Selection, and Product Implementation and Evaluation. Figure 1 shows how the elements relate to each other.

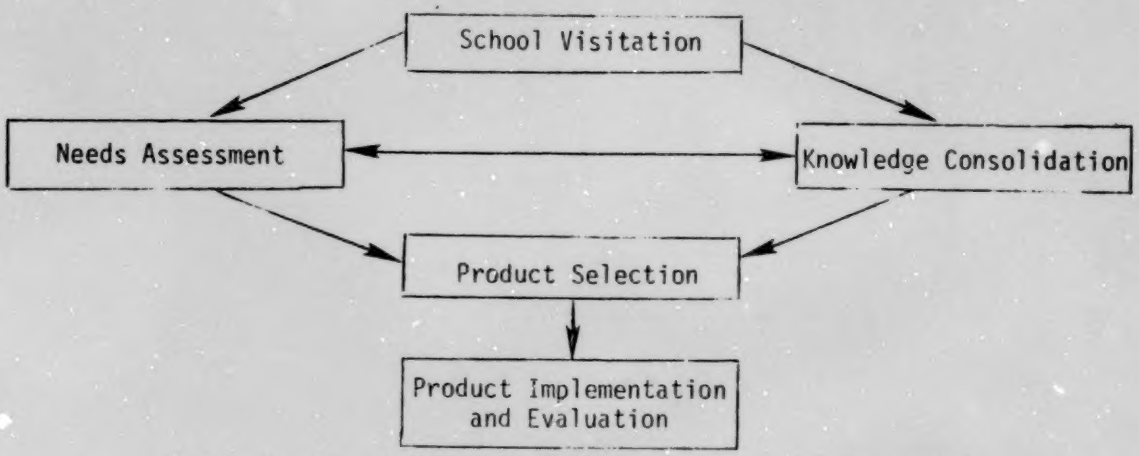


Figure 1. The Pennsylvania School Improvement Program

The process proceeds from the top of the chart to the bottom with the activities associated with Needs Assessment and Knowledge Consolidation occurring concurrently. One very important characteristic of the model which is not depicted in the chart is the extensive interaction of school and external resource personnel which is coordinated by the IU linker. Each of the elements requires its own mix of individuals representing the local district and external agencies. The mix at any given time depends upon the activity scheduled for that time. Interaction among the various personnel takes place within elements as well as between and among elements. This interaction and process is detailed in the body of the handbook.

The charts that follow describe the essential activities identified with each of the critical elements of the process. Each of the activities is described in terms of (1) the sequence of the activities in the process, (2) the participants in the activity, (3) the process utilized in the activity, and (4) the outcome expected as a result of the activity. The detailed instructions for accomplishing each activity are contained in the modules which comprise the handbook.

THE PSIP PROCESS

School Visitation

Essential Activities	Suggested Participants	Process	Outcome
1. Obtaining agreement for district to participate	Principal IU representative IU linker Superintendent Secondary Representative of School Board Selected District Administrators	A complete orientation to PSIP followed by a discussion of party roles and commitments	A letter from the Superintendent agreeing to participate or a board resolution authorizing involvement
2. Obtaining commitment of building staff	Relevant building teachers Building principal Relevant specialist IU linker	A complete orientation to PSIP with special emphasis on the roles of the various participants Response to questions	A firm commitment from the potential participants that would appear in the written summary of the meeting A Local Action Team (LAT) and a LAT coordinator
3. Developing district and school profile	IU linker	Linker collects basic information concerning district and school and develops a profile from it	A written profile of the school and district

Needs Assessment

Essential Activities	Suggested Participants	Process	Outcome
1. Identifying in general terms the problem areas of need	Building principal Local Action Team IU linker	A discussion of what the individuals perceive as the area in need of investigation and what that perception is based upon. The knowledge consolidation work begins when RISE receives the general needs statement	A general needs statement defining the general area to be investigated (Forwarded to RISE)
2. Assessing student needs	Local Action Team Guidance counselor IU linker Evaluation consultant	Identifying and analyzing available test data Using the "what is desired" vs "what is" approach to determine the discrepancies in the student behaviors being investigated Define the problem in terms of who is affected, need, and goals for improvement	A statement defining student needs (Forwarded to RISE)

Needs Assessment (cont'd)

Essential Activities	Suggested Participants	Process	Outcome
3. Assessing program needs	Local PSIP committee Subject specialist IU linker Supervision and Curriculum consultant	Analysis of information collected through interviews and questionnaires Cooley-Lohnes classroom construct model is used to organize the analysis	A statement defining program needs (Forwarded to RISE)
4. Preparing a summary needs statement	Local PSIP committee Subject specialist IU linker Supervision and Curriculum consultant	Utilizing the needs statements developed previously Develop an overall statement including those needs with the highest priority	A summary needs statement sometimes referred to as a site-specific needs statement (Forwarded to RISE)

Knowledge Consolidation

Essential Activities	Suggested Participants	Process	Outcomes
1. Identifying relevant products based on needs described in the various statements	IU linker RISE staff	The process begins with receipt of first needs statement and school profile and continues with receipt of each additional piece of information. The more that is known about local conditions and needs the better the fine screening of relevant products will be	Approximately ten products highly relevant to the site-specific needs will have been identified and arrangements made to share these products with the local PSIP committee. Relevant research findings are made available
2. Screening products to identify the most relevant in terms of the final site-specific need			
3. Identifying relevant research to assist in the final decision-making by the local PSIP committee		Research related to the identified problems is reviewed and findings of such research is made available to the PSIP committee	

Selection

Essential Activities	Suggested Participants	Process	Outcomes
1. Establishing site-specific criteria	Local PSIP committee Central administration representative IU linker RISE representative	Utilizing the site-specific needs statements, known budget, personnel and physical restraints develop a set of criteria to be applied when considering relevant products	A set of criteria based on local conditions and needs
2. Semi-final screening of selected relevant products	Local PSIP committee Subject specialist IU linker RISE representative	RISE representative presents the products selected as being relevant and emphasizes how the products satisfy the criteria. Sometimes the product developer or a user of the product assists Local committee members ask questions that come to mind and are provided with a process for evaluating the products	The original 10 products have been screened by the PSIP committee to result in perhaps a set of 3-5 most relevant products

Selection (Cont'd)

Essential Activities	Suggested Participants	Process	Outcomes
3. Final product is selected	Local PSIP committee Subject specialist IU linker RISE representative Product developers and/or Product users	User sites will have been visited and observed	The products are selected which will be recommended for implementation
		Products have been made available to the local committee for an in-depth evaluation	
		Developers and users describe the products and respond to questions	
		Products are evaluated by carefully applying the selection criteria. A final selection is made	
		Needs are identified which can be addressed without selecting products through the formal PSIP selection process; e.g., schedule changes, student grading, day-to-day classroom practices	Procedures are adopted and implemented

Implementation

Essential Activities	Suggested Participants	Process	Outcome
1. Planning for Implementation	Local PSIP committee Representative of District Administration Subject specialist IU linker Implementation consultant	Through a structured discussion the many aspects of implementation (training, budget, schedules, monitoring) will be considered and decisions reached concerning their implications to the process	A well defined plan for implementing the selected product
2. Obtaining approval of the implementation plan	Local PSIP committee IU linker District superintendent	The plan for implementing the selected products and changes is described in full to the district superintendent. Planners respond to questions	Rejection or approval of the plan by the superintendent Decision should be in writing on the written plan submitted
3. Implementing approved product	Local PSIP coordinator IU linker School personnel using the new products	The product will be implemented in accordance with approved plan IU linker or some other designated person will monitor the implementation to determine if plan is being followed. Use of product will be monitored to determine if it is being used as developers intended	Documentation of implementation A formative evaluation report

Although PSIP process materials focus upon the basic skill areas of the curriculum, the process is generic and can be extended or adapted to any content area, any grade level or to a total K-12 curriculum analysis. The structured workshop-type PSIP process is a vehicle for producing planned curriculum changes based on R&D products and findings within the participating schools.

A linker trained in the process using PSIP linker resource materials and SAT resource persons can take a school through the problem solving process in one school term. At the end of the process, the school team will have, in hand, an implementation plan for installing either an R&D product or some other planned change in the school curriculum.

THE LINKER ROLE IN THE PSIP PROCESS

The key to the successful use of the PSIP process is the IU linker. The linker relates directly to the school on an ongoing basis through those representatives who make up the Local Action Team (LAT). The LAT normally has six to eight members and includes teachers currently involved in the area and grades targeted for improvement, the building principal, the relevant district specialist, and a representative from a feeding junior high school or the community. However, it is the linker who provides the external expertise needed to move the LAT through the process. The linker is also instrumental in linking the LAT to external resource persons or secondary linkers serving as the School Assistance Team (SAT). The SAT in turn provides backup resources to the linker when necessary.

The PSIP linker is basically a change agent. The linker initiates entry into a school district and builds the rapport necessary for a successful change effort. The linker is a generalist with broad-based expertise in interpersonal communication skills and group processes. In addition, he or she is expected to have a primary area of expertise in some curriculum area by virtue of past training and classroom teaching experiences.

The linker is also expected to build a relationship of trust with the LAT. He or she needs both internal and external orientation in relationship to the LAT. The linker must be knowledgeable about the change process and especially the critical features of this process and his or her role in it. Because of the high intensity of his or her involvement with the LAT during PSIP activities, the linker must have a broad role base that will allow selecting appropriate roles for emphasis in varying situations. This is especially important when a LAT is reluctant to enter into a full working team relationship. The linker almost has to be all things to all people--confidant, leader, resource person, liaison to external resources, intermediary with higher level administrators, provider of sustenance, broker of R&D outcomes, and R&D advocate are only a sampling of linker roles practiced during the PSIP process.

Regardless of the linker's job title or position job description, there are three primary ways in which a person can act as a change agent. These three linking roles are generally defined in the literature as (1) a resource finder, (2) a process helper or (3) a solution giver.

An in-depth description of these roles and other pertinent literature relative to ten clusters of linker knowledges and skills can be found in the PSIP Ready Resource File.

PLANNING AND SCHEDULING PSIP ACTIVITIES

School districts planning to utilize PSIP must be familiar with the time requirements. The process requires that six to eight members of the school staff participate in approximately twenty separate and distinct activities referred to in the handbook as modules. These activities are completed during workshops (about 5 to 8) scheduled throughout the year. One to three weeks are generally provided between sessions for the readiness and planning activities that need to be accomplished before each session.

Experience with the process indicates that a school contemplating PSIP involvement should allow a minimum of one year to complete all the activities leading up to the implementation.

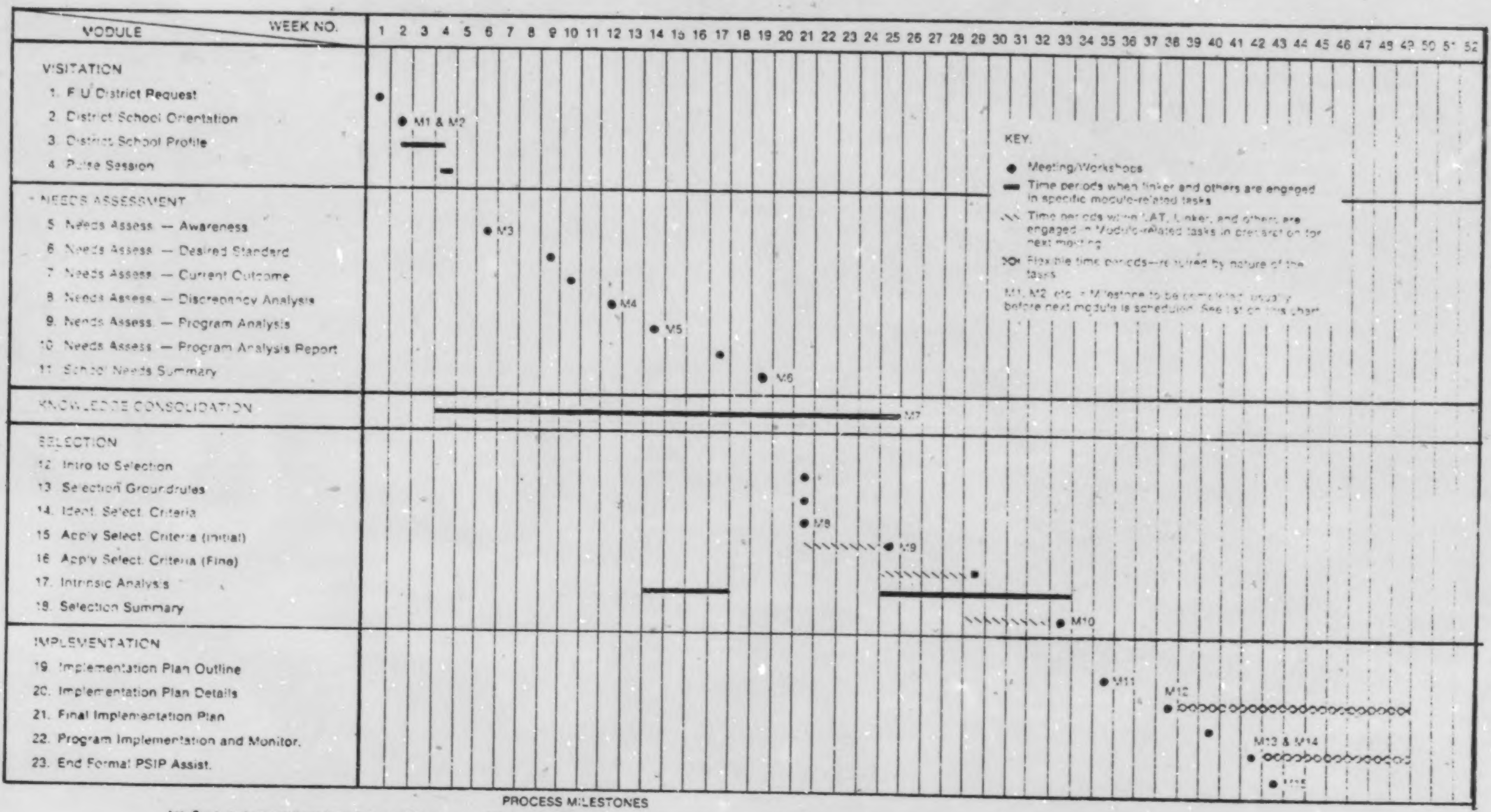
Figure 2 presents a model time schedule for the process. It is not likely that a school will be able to follow the schedule as outlined. Many events occur during a normal school year (snow days, energy crises, strikes, etc.) that would interfere with such a fixed schedule. Also the regular school calendar with its many holidays, testing days, etc., tends to make the regular scheduling of meetings impossible. However, the linker should use the suggested schedule as a guide and attempt to follow it as closely as possible. As stated earlier, it is important to space the meetings so that continuity and interest are assured. In any case, a schedule is more likely to work if week one occurs just prior to or soon after school opens in the fall.

Following are the major factors a school district considers when planning the schedule:

1. Budget considerations. In all likelihood the process will involve the expenditure of some funds. If the decision was made to become involved after the budget had been approved, the necessary monies may not be available.

2. Inservice activities. Since teacher time is a major consideration in the scheduling of PSIP activities, the district's scheduling of Act 80 days and other inservice days might be influenced.

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM ACTIVITY AND MILESTONE CHART



PROCESS MILESTONES

M1 Supt. and school board agree to participate
M2 Prin. and staff agree – LAT is formed
M3 LAT defines general area of need
M4 Detailed student needs assessment
M5 Detailed program needs assessment

M6 Student/Program needs statement
M7 Start search for R&D thru RISE
M8 R&D screened by LAT
M9 R&D screened by school and staff
M10 R&D outcome selected

M11 Implementation Plan
M12 Plan to school board for approval
M13 Staff training and begin plan
M14 Program monitoring and evaluation
M15 Formal PSIP assistance ended

Figure 2. Model PSIP Time Schedule

3. Personnel. If a change is anticipated in personnel assignments in the relatively near future, it would be to the school's advantage to wait until that change takes place before initiating the process.

4. Interruptions. If a major interruption in the normal operation of a school is anticipated, it would be best to delay the beginning of the process until after that interruption. Such interruptions would be strikes or changes in basic school organization.

Thorough planning and appropriate follow-up are essential if the meetings are to be productive. The planning and follow-up are usually the responsibilities of the linker. It is also the linker's responsibility to conduct the meetings and to keep them on track and moving. Following are two lists of suggestions for the linker. One list deals with the many items to be considered when planning the meetings; the second is concerned with essential follow-up activities.

Planning Activities

1. Develop a clear, concise statement relating the purpose for the meeting. Include an outline of the events and background leading up to the proposed meeting.

2. Develop an agenda for the meeting.

3. Obtain approval for the meeting from the school and/or district administrator and LAT members.

4. Determine a series of acceptable dates from the school administrator and LAT members.

5. Determine with school administrator the place where the meeting will be held, and beginning and ending time.

6. Identify resource people you plan to utilize prior to the meeting and/or during the meeting.

7. Using the acceptable dates identified in Activity 4 above, obtain commitments for a specific date from the people desired. Prioritize your requirements for specific expertise and select dates to assure the presence of the most needed expert.

8. Advise the school administrators and LAT members of the date selected from the dates submitted in Activity 4.

9. If you wish, mail a statement of purpose, relevant documents and a tentative agenda to all who have been invited to the meeting. Always include the district administrator in the mailing.

10. Be certain that each person having a specific role to play at the meeting fully understands what is expected of him or her. When possible, write out the task. If necessary, determine prior to the meeting whether the task has been or will be completed on time.

11. Check with all participants to determine what will be needed to fulfill their respective assignments. These needs will include luncheon plans if the meeting is to last all day. They might also include flip charts, chalkboard, tape player, projectors, furniture, furniture arrangement, etc.

12. Determine lodging requirements of out-of-town experts invited to attend and make the necessary reservations.

13. Whenever possible schedule a planning or strategy meeting of the resource people the evening or afternoon prior to the meeting date to make final plans and finalize the agenda.

14. Provide copies of relevant documents for the meeting. If these documents were mailed earlier, make extra copies available for those who might forget to bring theirs.

15. Prepare a folder containing the agenda and relevant papers and documents for each person attending the meeting.

16. If for some urgent reason it becomes necessary to postpone or cancel the meeting, notify each participant immediately by phone. Urgent reasons might include: weather conditions, adjusted school calendars, illness of a key participant, insufficient preparation, etc.

Follow-Up Activities

1. Schedule a debriefing and review session with the SAT members immediately following the meeting.

2. Prepare a written summary of the meeting as soon as possible and distribute it to all who attended. It is important to determine whether everyone had a common understanding of what occurred at the meeting.

3. Provide copies of the summary to district administrators, and those who will eventually be affected by the LAT's decisions.

4. Ensure that RISE receives copies of the needs statements developed.

5. Along with the summaries include copies of charts, tables, outlines, and other items that were important during the discussions.

6. Initiate tasks for the next activity.

Early in the PSIP process the linker needs to devote considerable time in identifying an appropriate resource team (SAT) to assist him or her in conducting the various activities involved. This team would probably consist of about four members. It would be helpful to include individuals who may have been through the process as LAT participants in another school; a person who has had extensive and varied experience in the public schools; one who understands evaluation and assessment; and a person knowledgeable in the area or discipline in which improvement is sought. The kinds of people described are generally available in other school districts and among the staff of an IU and can be generally recruited at minimal cost.

As the linker proceeds through the PSIP process, it is imperative that he or she keep the district administration advised. Situations arise that require the attention of the decision and policy makers. For example: board approval may be needed before visitations can be scheduled, days for meetings must be cleared to avoid possible conflicts, curriculum adoption policies must be adhered to when implementation is being planned. Keep in mind that the linker's task of keeping the district administration advised may be facilitated when the building principal is a member of the LAT.

THE HANDBOOK

The PSIP Linker's Handbook consists of three volumes: Volume I, Modules 1 through 11 Introduction and Orientation to PSIP and Needs Assessment Activities; Volume II, Modules 12 through 23 Program Selection, Implementation and Evaluation; Volume III, Appendices 1 through 23. Volume I includes activities designed to orient the administration and staff members of a participant school and/or district to the process, so that a formal decision can be reached regarding the feasibility of committing the school and/or district to continued participation. It also includes modules which outline the collection of information designed to advise external agencies of various aspects of the school district: budget, philosophy, nature of community, characteristics of staff and student body, organization of the schools, and basic curricula characteristics. Most of the Volume I modules contain needs assessment activities and suggested strategies for determining student needs based on test results and other relevant data. Also, Volume I includes activities for assessing program needs for use in making curriculum decisions.

Volume II is devoted to product selection activities and is designed to assure that the improvements selected will address the needs identified by the process in Volume I and will satisfy the local selection criteria formulated by the involved staff. An external agency, Research and Information Services for Education (RISE), is used extensively during these activities. To assure an adequate adoption and/or adaptation of the selected product, Volume II also suggests a series of implementation activities that school districts have found effective. To complete the process, the volume includes activities designed to help monitor the implementation process and evaluate its impact.

Volume III is an Appendix which includes processes and materials related to the activity modules in Volumes I and II but not essential to conducting the module sessions. These related elements include copies of instruments used to collect data during the orientation and assessment activities; suggested formats for reporting collected data; lists of content areas and student behaviors that might be the focus of school improvement efforts; alternative strategies to use in place of those suggested in Volumes I and II; models for designing special data collection instruments; and optional strategies for collecting data in areas other than those presented in the regular modules.

How the Modules Are Organized

As mentioned earlier, the PSIP activities are presented as a series of modules in Volumes I and II. The following kinds of information are provided for each module:

Purpose: a general statement of what the module is designed to accomplish.

Objectives: a list of specific ends which the module activities are designed to accomplish.

Expected Outcomes: a description of the data and/or documents that will result from the module activities.

Time: the estimated amount of time in days or hours that it will take to conduct the module session. Conditions that might alter the amount of time spent on the module and an indication of time needed beyond the meeting time are also noted here.

Materials: a list of the handouts, transparencies, documents, and equipment needed to complete the module.

Activities: step-by-step directions for conducting the module. This section contains a rationale for each activity and an estimate of the time it will take to complete each activity. This section also indicates how and at what point the handouts and transparencies are to be used.

Follow-up: a description of what follow-up work needs to be done to achieve the objectives of the module. This section also delineates the tasks that need to be done before the next module can be started.

Alternative Strategies: a description of the activities that can be used in place of or in addition to those described under Activities. Instructions for the alternative strategies are normally provided in the Appendix for that module. This section also contains suggestions as to how modules may be combined or reordered in order to adapt to particular situations.

Agenda: a listing and a brief description of the events that are to take place in the module. It is intended that the agenda be copied and distributed to the attendees so that it can be reviewed and clarified or adjusted as necessary.

Finally, each module contains master copies of the handouts and transparencies used during the module activities. These materials are numbered in numerical sequence generally in the order in which they are used. Handouts are identified with an "H" in the identification code at the top of the page. Transparencies are identified with a "T." Some sheets may be used as either transparencies, or handouts, or both. These are identified with a "T/H."

Appendix. As mentioned earlier, the appendices for all the modules are in Volume III. Even though some modules do not have appendix materials, an appendix has been set aside for each module. This has been done in the event that appendix materials are created at a later date, or a linker feels the need to create appendix material for his or her own use. The numbers assigned to the appendices correspond to the module numbers; the identification codes for the appendix materials begin with "A." For example, the first handout that would be used in Appendix 5 would be coded A5H1.

Preparing for a Module

Following are some general suggestions for preparing to conduct a module. It is expected that each linker will develop his or her own preparation routine. The following are intended to help shape that routine. They should be integrated with the general planning and follow-up activities listed on pages I.15 and I.16.

- If necessary, check the follow-up items from the preceding module to be sure the ones needed for the module you are planning have been completed.
- Prepare a meeting agenda.
- Read over the purpose of the module, the objectives it hopes to achieve and the expected outcomes. Note those items that you may wish to elaborate on or emphasize during your introduction to the module.
- Review the time estimated and note any requirements beyond the time required to conduct the module. Note the need for luncheon plans.
- Review the list of materials; extract any handouts and/or transparencies that might be needed from other modules. You might at this point duplicate the materials required. NOTE: In order to make a clear, sharp transparency, it is suggested that you first make a xerographic copy of the printed page and use the xerographic copy as your transparency master.
- Review the activity instructions carefully. Underline, make marginal notes or in some other way identify points in the activities which you wish to emphasize or points where you anticipate problems or which you feel may need further clarification. You may feel the need at this time to collect special materials to use and make those part of the module appendix. You may need to create special material using models from the appendix as a guide.
- Review the follow-up items. Note the names of participants whom you might ask to complete these items.
- Read over the alternative strategies. If you elect to substitute activities, read the activity direction provided in the appendix and reproduce or obtain the necessary handouts and transparencies.

Participant's Manual

A large number of handouts, sample formats, duplicated transparencies, etc., are used during the PSIP process. In many cases the attendees will be called upon to refer back to handouts introduced in earlier modules. In order to help the participants organize and use these materials, it is strongly suggested that you make the required number of copies of as many of the handouts, etc., as you can very early in the process and organize the materials into a handbook for each of the participants. Doing this will also eliminate the time it takes to distribute the handouts during each session.

GLOSSARY

Cooley-Lohnes Model	A model of classroom processes developed by William W. Cooley and Paul R. Lohnes of LRDC. The processes include opportunity to learn; motivators for learning; structure (the way the teacher manages); and instructional events (what the teacher and students do in the classroom).
Implementation	That step of the PSIP process which defines the plan for installing the selected outcome (product) and documents and evaluates its effectiveness.
IU	Intermediate Unit; one of a statewide network of twenty-nine agencies which serve particular geographic regions defined by the State Department. The intermediate units provide consultive, advisory, and educational program service to local school districts.
IU Linker	The person from the intermediate unit who functions directly with the school on an ongoing basis through the LAT; provides the expertise to move the LAT through the PSIP process; and serves as the link between the LAT and SAT.
Knowledge Consolidation	That step of the PSIP process which identifies outcomes (products) and knowledge useful to the LAT.
LAT	Local Action Team: interested staff members of a school district and/or building who work with the IU linker and an external resource team (the SAT) to complete the PSIP process. Usually included are the teachers who will be directly affected by the results of the project; the principal; and relevant district specialists.

LAT Coordinator	A member of the LAT who, along with the principal, is the IU linker's main communication with the school. The LAT coordinator communicates with other LAT members, polls LAT members on their opinions, notifies members of the meeting schedules and is responsible for gathering and disseminating information.
Linker	See IU Linker
Linker's Handbook	The manual which the linker uses to guide the LAT through the PSIP process. The manual is divided into modules which contain detailed instructions for completing each event in the process steps. The modules also contain masters for the handouts, transparencies, assessment tools, etc. which are used during the process.
Module	A set of activities in which the LAT engages in order to achieve particular objectives related to the PSIP process. A module can usually be completed in a day or half-a-day. The word module is also used to refer to the subdivisions of the Linker's Handbook.
Needs Assessment	That step of the PSIP process which determines general areas which need to be investigated; specific skills in which particular students need improvement; and specific aspects of a program which need to be improved.
Outcome(s)	Statements, lists, documents, etc. which are produced as a result of PSIP activities. The word outcomes is also used to describe improvement alternatives which are generated by the LAT during the PSIP process. These outcomes are also occasionally referred to as products.
Product(s)	See Outcome(s).
PSIP	Pennsylvania School Improvement Program. A school improvement program in which school personnel and intermediate unit resource personnel cooperate to improve student achievement or teacher effectiveness in areas of identified need.
PSIP Process	A series of sequenced, structured events which are designed to bring about school improvements. These events are grouped under five major steps: School Visitation, Needs Assessment, Knowledge Consolidation, Selection, and Implementation.

R&D Products	Curricula, products, skills, programs, methods, etc., produced by activities normally considered part of the R&D process; e.g., model development, field testing, data analysis, and evaluation. These are occasionally referred to as R&D outcomes.
Ready Resource File	A management and retrieval system for maintaining pertinent professional references. It consists of (1)a Notebook containing pertinent references annotated, indexed and organized to coincide with linker competencies in ten skill areas; (2)a Personal Professional Library, supplemental file of complete references added to the basic notebook; (3)a Management/Retrieval File, 4 x 6-inch card file using a coordinate-index system to file and retrieve references from the Notebook or Personal Professional Library.
SAT	School Assistance Team; the IU linker and individuals from other educational agencies, including persons with the content area expertise, who provide structures and procedures and serve as a resource to the LAT.
School Visitation	That step of the PSIP process which orients the district and building personnel to PSIP; obtains the agreement of the district and building staff to participate; and develops a district and school profile as a base for the remaining steps of the process.
Selection	That step of the PSIP process which establishes site-specific criteria for choosing possible improvement outcomes (products) and a process for choosing the one most appropriate to the identified needs of the school.

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 1 FOLLOW-UP TO DISTRICT'S REQUEST FOR PSIP

PURPOSE: To present the PSIP process to a requesting district superintendent in order to acquaint him or her with its purpose, the commitments to be made by the district, calendar requirements, and the benefits that can be expected.

OBJECTIVES:

To provide the central administration and school board with a clear description of the PSIP process.

To obtain from the administration its rationale for requesting PSIP.

To describe the basic commitments the district must agree to before the process is begun.

To describe the outcomes and benefits that normally accrue to the district through the experience.

To reach an agreement as to whether or not to proceed.

To identify the targeted school or schools if an agreement to continue is reached.

EXPECTED OUTCOMES: A determination as to whether or not PSIP is appropriate for the district; a commitment based on a clear knowledge of process, what will be required of the district, benefits to the district, and knowledge of final outcomes; a written statement from the superintendent authorizing the process to begin and committing the necessary support.

TIME: This module can be completed in approximately two hours, assuming that the meeting attendees will be the linker, the district superintendent, and his or her aides.

MATERIALS:

The separator tab for each module in the Linker's Handbook

The PSIP Milestone Chart from the Linker's Handbook Introduction

MATERIALS: (cont'd.)

Handouts: Agenda; copies of selected pages from the Linker's Handbook Introduction; 1H1 - 1H6; favorable comments from past participants collected by the linker (remember to protect the sender's identity); a brief history of an improvement project; e.g., The Northeast Story

MODULE 1 FOLLOW-UP TO DISTRICT'S REQUEST FOR PSIP

ACTIVITIES:

1. Review Purpose of Meeting (5 minutes)

   Rationale. All those present need to be aware of why the meeting was scheduled.

Materials	Strategy
	Identify the person who scheduled the meeting. Have that person state the purpose and call for affirmation by district's representative if necessary.

2. Presentation of District's Rationale for Making the Request (15 minutes)

   Rationale. The linker needs to determine if the district can benefit from the process.

Materials	Strategy
	Have the district spokesman present the rationale.

3. Discussion of Rationale (10 minutes)

   Rationale. There needs to be an opportunity for all to seek clarification of those questions relevant to the rationale.

Materials	Strategy
	Raise questions that will help to: a. Determine if data support the rationale. b. Obtain a better understanding of the district's underlying concern. c. Get some idea of the district's knowledge of PSIP.

4. Description of PSIP (30 minutes)

   Rationale. The district administration needs to have a good understanding of the process and what will be demanded of the district if the program is to be successful.

4. Description of PSIP (con'd.)

Materials	Strategy
Selected pages from the Linker's Handbook Introduction	Since the decision to continue with the process will probably be based primarily upon potential cost, time requirements, extent of state involvement, and probability of success, emphasize these items during the presentation.
1H1, PSIP Process Milestones	1. Use the PSIP Process Milestones as an outline. Describe briefly the activities leading up to each milestone.
PSIP Milestone Chart	2. Present the recommended time line. Identify the many unanticipated events that may interfere, such as illness, weather, changes in personnel, etc.
	3. Emphasize the number of meetings involving the members of the LAT. Suggest potential cost and the importance of advance scheduling of each meeting.
	4. Stress the important role of the principal in the process. The need for his or her commitment to the program's goals and objectives and the need for the principal's administrative support for project activities and attendance at meetings should also be stressed.
	5. Mention positive reactions of superintendents, principals and teachers who have experienced the process; e.g. the letter from the Northeast Story.
1H2, Sample Student Needs Statement	6. Present samples of some specific problems that have been developed by a school.
1H3, Descriptions of Selected R & D Products	7. Present a description of products that were selected by the LAT to help them deal with the needs outlined in the statement.
	8. Respond to questions.

5. Determining the Appropriateness of PSIP (10 minutes)

Rationale. With a more detailed description of PSIP the Administration will be in a better position to make the proper decision regarding the value of PSIP in dealing with its concern.

5. Determining the Appropriateness of PSIP (cont'd.)

Materials	Strategy
	Discuss the area of concern in terms of the PSIP activities and the potential outcomes of those activities. Ask the attendees if they wish to continue with the session.

6. Identify Expected District Commitments (15 minutes)

Rationale. It is important for the decision makers to know the implications of their decision to use PSIP.

Materials	Strategy
1H4, Responsibilities and Commitments of the School District and/or Staff	Emphasize the direct relation between the degree to which commitments are kept and the success of the effort. 1. Explain that the district must provide the time for the LAT to attend the meetings and complete the necessary out-of-meetings tasks. Note that in the past this time has been made available through the use of substitutes, in-service days, Act 80 days, engaging teachers during the summer. 2. Note that it is important that the building principal attend meetings and provide encouragement and support to the efforts of the LAT. 3. Emphasize that the LAT will need a commitment from the administration to seriously consider final recommendations. The district budget should reflect this commitment. 4. Explain that the district must make available the student achievement data necessary to conduct a needs assessment. If such data are not on hand, arrangements must be made to obtain them. Some cost may be involved. 5. Emphasize that a LAT coordinator must be identified. Note that the coordinator will work closely with the linker and may even be involved with the community. Consider the demands placed upon the coordinator by PSIP when making a selection or considering a volunteer.

6. Identify Expected District Commitments (cont'd.)

Materials	Strategy
	6. Note that the administration must recognize the possible need for external expertise and the importance of the scheduled school visitations.
	7. Emphasize that the meetings of the LAT and SAT will be more productive if adequate meeting rooms are made available. This would include facilities large enough to accomodate the LAT plus 3 or 4 others; be relatively free of interruptions; and contain a chalkboard or newsprint easel, and a screen.

7. Outlining Benefits to the District (15 minutes)

Rationale. It is important for a decision maker to be able to expound the benefits that may result from his or her decision.

Materials	Strategy
1H5, Benefits to the Local Site	1. Discuss briefly comments of some who have experienced the process.
	2. Present and discuss the immediate and long-term benefits listed on the handout.

8. Outlining Personnel Requirements (10 minutes)

Rationale. An administrator needs to know how his staff will be engaged.

Materials	Strategy
1H6, Prepared List of LAT Activities	1. Review the responsibilities and activities of the LAT.
	2. Reemphasize the role of the principal and the need to obtain a commitment from him or her.
	3. Discuss various combinations of LAT's composition (teachers, specialists, administrator, community members). LAT works best when made up of 6-8 members. (Refer to 1H4.)

8. Outlining Personnel Requirements (cont'd.)

Materials Strategy

4. Discuss briefly the role of the coordinator. (Refer to Module 2.)

5. Mention the importance of the superintendent's attention and encouragement.

9. Obtaining Superintendent's Approval to Continue (15 minutes)

Rationale. Such an approval is necessary in a school district if the PSIP is going to be utilized.

Materials Strategy

1. Briefly review the district's commitments.

2. Briefly review the linker's role as described above.

3. Respond to questions.

4. Formalize the agreement. Request that the superintendent forward a letter of agreement to the linker's agency. A model letter of a superintendent's approval is provided in Appendix 1.

5. Arrange for orientation of involved staff.

FOLLOW-UP: Have the administrator provide a summary of the meeting to assure a common understanding by both parties.

If an agreement was reached to continue with the process, schedule a meeting with the appropriate staff members. If the superintendent has decided not to participate, request that he/she forward a letter citing the reasons for not participating. This information might be useful in future dealings with other prospective participants.

Agenda

Module 1

Follow-Up to District's Request for PSIP

I. Review of Meeting Purpose

Why the meeting was called is reiterated.

II. Presentation of District's Rationale for Requesting PSIP

The district spokesman presents the rationale for requesting PSIP.

III. Discussion of the Rationale

Opportunity is provided to seek clarification of questions related to the rationale.

IV. Description of the PSIP Process

The linker describes PSIP, the activities involved, the potential outcome of the program, and what will be required of the participants.

V. Determination of the Appropriateness of PSIP for Dealing With the District's Concern

A determination is made as to whether or not PSIP might meet the district's stated concerns and constraints.

VI. Outline of the Basic Commitments of District

The linker explains what will be required of the district in terms of time, personnel, facilities, and budget.

VII. Description of the Benefits to District and Potential Outcomes

Immediate and long-term benefits are discussed.

VIII. Outline of Personnel Requirements

The roles of the LAT, the school principal(s), the LAT coordinator and the superintendent are reviewed.

IX. Approval from the Superintendent to Proceed Under the Agreed-to Conditions

The district's commitments and the linker's role are reviewed and the agreement to begin PSIP is formulated. If the decision is to initiate PSIP in the district, a letter of agreement from the superintendent to the linker's agency is requested.

PSIP PROCESS

The PSIP offers school districts an opportunity to learn a curriculum improvement process and to apply that process to a local school problem. The PSIP Process teaches administrators, teachers and community members techniques for analyzing student and curriculum program needs, selecting a research and development product (R&D outcome) as an intervention strategy, planning for implementation, initiating program installation and finally monitoring and evaluating the implemented program. It is organized into five distinct phases which are (1) School Visitation, (2) Needs Assessment, (3) Knowledge Consolidation, (4) Selection and (5) Implementation.

The following description of the PSIP Process highlights the major milestones which are common to all schools and critical to the success of the program. (See attached chart.) Also critical to the success of the process is the involvement and leadership of a change agent from the intermediate unit (IU). This IU representative, or linker, acting as a third party change agent, links school personnel with outside resources, consultants and researchers.

Needs Assessment

Milestone (1). The process begins with representatives from the Intermediate Unit and/or Department of Education providing introduction and preliminary orientation to administrators from the school district. Milestone (1) is realized when the District Superintendent agrees in writing to participate in the school improvement program.

Milestone (2). Orientation proceeds to staff at the school building level and an information profile of district and school data is developed. Milestone (2) is reached when school personnel form a Local Action Team (LAT) and a commitment is made to proceed.

Milestone (3). The first task the LAT undertakes is the identification of a curriculum or program area needing improvement such as reading, communication, mathematics, or discipline. This General Needs Statement marks Milestone (3). (At this point, the identification of R&D outcomes begins.)

Milestone (4). Student needs analysis is initiated by identifying existing test data and analyzing the present school situation as it relates to a curriculum area to be studied. The LAT continues to work with the intermediate unit representative, supported by external resource personnel, a School Assistance Team (SAT), to develop student performance charts of both desired and current needs. It is from this data that a discrepancy analysis is done and a detailed Student Needs Statement is developed, marking Milestone (4).

PSIP PROCESS

Needs Assessment (cont'd.)

Milestone (5). The next activity is to analyze teaching methods and aspects of the curriculum program the staff is currently utilizing. This analysis is based on the four constructs and ten variables in the Cooley-Lohnes classroom evaluation model. The classroom variables are defined and a method of collecting the data is selected. Program analysis is completed and a report is given to the school staff. Milestone (5) is reached when a detailed Program Needs Statement is developed from this data by the LAT.

Milestone (6). A detailed, site-specific needs statement is synthesized from the school visitation report, the General Needs Statement, the Student Needs Statement and the Program Needs Statement. Prior to the writing of this statement, all existing data have been analyzed for relationships and illustrated in chart form. The statement reflects the priorities identified by the LAT.

Knowledge Consolidation

Milestone (7). Coinciding with these activities at the local schools, is a series of knowledge consolidation activities by the SAT based on the data generated by each of the previous needs assessment steps. This process is basically a search for resources (R&D outcomes) which becomes more intensified and appropriate to a school need as each step in needs assessment is completed. The resources to be presented for consideration are introduced along with characteristics of the larger pool from which they were selected to the LAT during the selection phase.

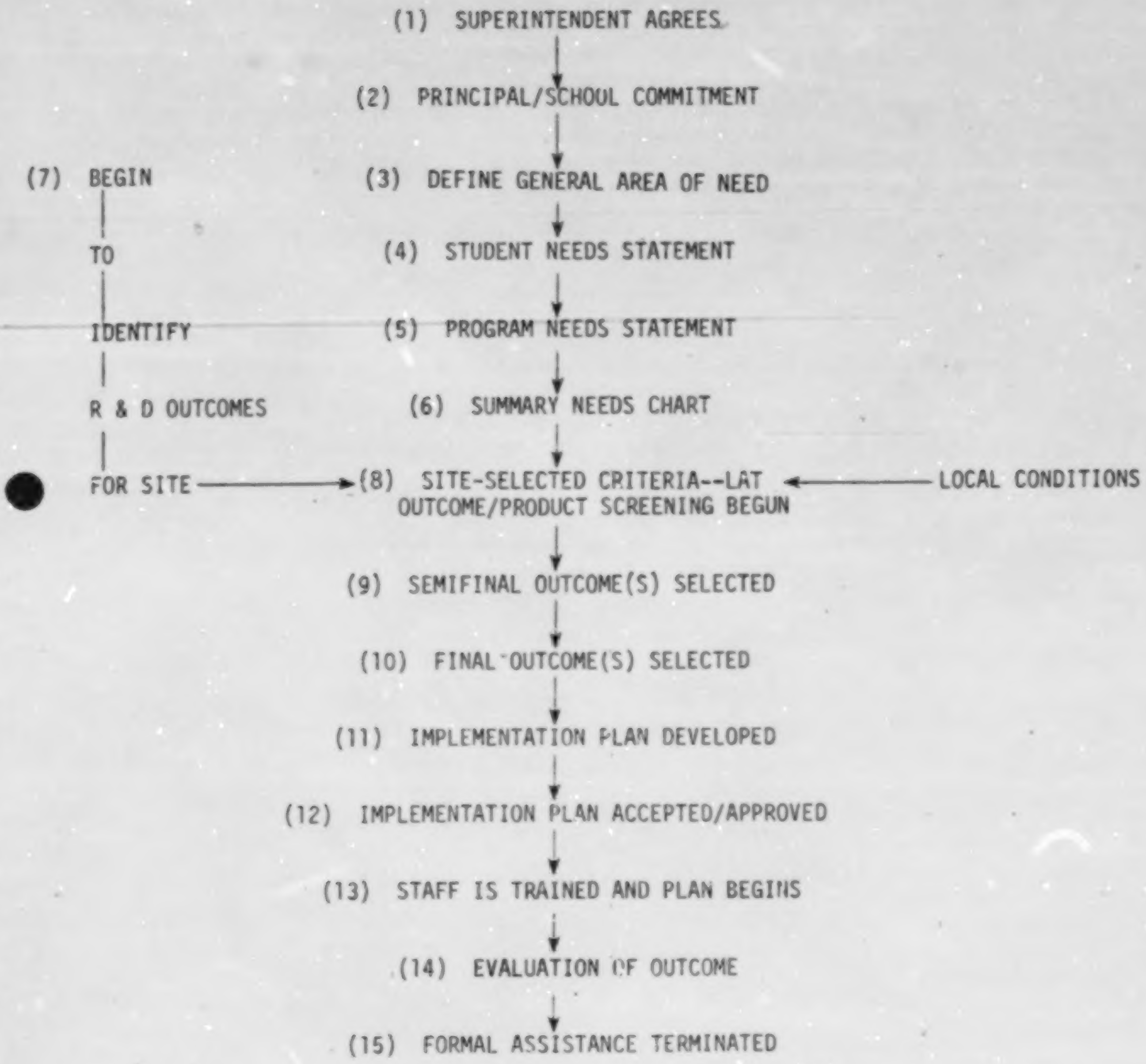
Selection

Milestone (8). The school staff develops site-specific criteria for use in screening intervention programs and strategies which might address local conditions. Screening of outcomes/products begins.

Milestone (9). As the teachers move through the selection process they participate in several screenings. This milestone has been reached after a LAT has screened many R&D outcomes and narrowed the list to approximately five alternatives.

Milestone (10). Additional information is obtained regarding the remaining list of alternatives. After a more intensive review by the LAT, a final selection(s) is made and the milestone is reached. At this point, implementation planning begins.

PSIP PROCESS MILESTONES


(1) SUPERINTENDENT AGREES
(2) PRINCIPAL/SCHOOL COMMITMENT
(3) DEFINE GENERAL AREA OF NEED
(4) STUDENT NEEDS STATEMENT
(5) PROGRAM NEEDS STATEMENT
(6) SUMMARY NEEDS CHART
(7) BEGIN
TO
IDENTIFY
R & D OUTCOMES
FOR SITE
(8) SITE-SELECTED CRITERIA--LAT OUTCOME/PRODUCT SCREENING BEGUN
LOCAL CONDITIONS
(9) SEMIFINAL OUTCOME(S) SELECTED
(10) FINAL OUTCOME(S) SELECTED
(11) IMPLEMENTATION PLAN DEVELOPED
(12) IMPLEMENTATION PLAN ACCEPTED/APPROVED
(13) STAFF IS TRAINED AND PLAN BEGINS
(14) EVALUATION OF OUTCOME
(15) FORMAL ASSISTANCE TERMINATED

PSIP PROCESS (cont'd.)

Implementation

Milestone (11). This milestone is reached when an implementation plan is developed for the new intervention strategy. As an example, this plan may include a trial period of a new program with selected teachers.

Milestone (12). The implementation plan is presented to the appropriate school district decision makers. Approval and acceptance of the plan signifies Milestone (12) has been completed. Installation of program activities is now initiated.

Milestone (13). The staff is trained and the installation of the outcome plan is begun.

Milestone (14). Upon initiation of new program activities, ongoing evaluation and monitoring activities are taking place. Results from formative evaluation activities are reviewed at scheduled time periods by decision makers. If the intervention is determined to be successful, then a district may decide to expand its impact beyond the site school or to additional grade levels.

Milestone (15). Formal PSIP assistance is terminated at this point, but hopefully, by participating in the process, teachers' skills in curriculum analysis have been refined and could be continued in the original content area or could be transferred to other district curricular activities.

SAMPLE STUDENT NEEDS STATEMENT

PSIP
1H2

STUDENT NEEDS STATEMENT

Who is affected?

Fourth, fifth, and sixth grade students at School will be the target population. Specifically, within that population, we wish to improve the social and academic skills of those students who are reading below their expectancies, writing at a level below grade level expectations, or demonstrating poor self-concepts.

What is the problem?

The students:
A. tend not to read up to their expectancy levels;
B. tend to be unable to express themselves in a written format;
C. tend to have poor self-concepts and feelings of self-worth.

Further, the staff feels itself inadequately prepared to deal with the learning problems associated with children who can be characterized as Appalachian, since all of the learners come from a rural environment and many of them from environments that are deprived as well.

What are the goals for improvement? (Prioritized)

Goals for improvement include:
A. A higher percentage of students who read at their expectancy levels;
B. More positive responses on the questionnaires dealing with self-concept;
C. Greater exactness in funcional writing;
D. Greater freedom of expression in creative writing;
E. A higher percentage of students doing well in study skills.

For the staff, a greater awareness and knowledge of the needs of the rural learner.

SELECTED R&D PRODUCTS

PROJECT POSITIVE ATTITUDE TOWARD LEARNING (PATL)

descriptors Performance Based Education
Inservice Teacher Education
Self Concept

target audience K-12 students with a less-than-positive view of self and/or learning.

description *A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.*

Improvement in a student's attitude toward school, self, and others leads to improvement in his/her rate of cognitive growth. Staff development is accomplished through the use of self-paced, individualized, performance-based learning packages called kits.

The teacher training kits teach specific skills in four complementary areas: (1) active involvement, (2) processes of learning, (3) individualized instruction, and (4) improved self-concept.

Each of the training kits is designed to provide teachers with performance-based objectives, numerous learning activities (designed to assist them in reaching those objectives), and criterion-referenced assessment procedures. Whenever possible, the learning activities provide the teacher with a choice of various media, small-group or individual sessions, and tapes or live observation. Feedback to the teacher is an essential component of the program.

assurances/claims (1) Pre/Post Self-Concept Inventory: Target students improved from the fifteenth to the fortieth percentile. (2) Pre/Post Reading Comprehension Tests: Target students improved from .71 years of growth per year to 1.4.

implementation requirements Four days of training for persons selected as inservice specialists or Kit Advisors. Each Kit Advisor can then work with from seven to ten fellow teachers, if they can be released from approximately 10% of their duties.

financial requirements Start-up cost is $500 plus $10 for each teacher to be trained. Operational costs consist of salaries for inservice specialists.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment every second week of the month. Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Charles Pelam, Director or John Zirges, Inservice Specialist/Evaluator, Bethalto Unit #8 Schools; 322 East Central; Bethalto, IL 62010. (618) 377-5211.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-26 Approved: 5/16/75

Compiled Winter 1977

PROJECT INDIVIDUALIZED LANGUAGE ARTS: Diagnosis, Prescription, and Evaluation

descriptors

Writing
Basic Skills
Performance Based Education

target audience

All ability levels, grades 1-12, Language Arts, English, content-area classes; college basic skills programs; Adult Education programs; Special Education programs; independent or supplementary programs in written composition.

description

A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition, grades 1-12.

At least three times a year, the teacher evaluates writing samples composed on self-selected topics by each student. Utilizing criteria common to nearly all language arts programs, he/she then is able to assign priorities to the needs of the class as a whole, of groups of students, and of individual youngsters. For each objective stemming from this diagnosis, a teacher's resource manual prescribes a variety of prescriptive writing or rewriting techniques for all content areas involving writing. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and to real-life experience. A record-keeping system permits the student, as well as teachers, administrators, and parents, to observe growth in writing proficiency from month to month and grade to grade. The program can be combined readily with pre-existing language arts curricula and objectives.

assurances/claims

Since 1970-71, evaluations at D/D site, in five consumer districts (urban, suburban, rural) in New Jersey, and one (suburban) in New York have consistently shown superior gains for project students (grades 1-7) in vocabulary, organization, grammatical correctness, spelling, punctuation, and sentence structure. (Data available.)

implementation requirements

(1) District must have a definite commitment to improving basic writing skills of all students. (2) District must be prepared to send initial cadre of teachers/administrators for two-day training in New Jersey (or elsewhere by arrangement), and to purchase copies of Teacher's Resource Manual and Management Manual (for administrators). (3) District must assume responsibility for extending program to other grades, classes, and/or schools in future years, with trained administrators conducting inservice programs. (4) District must report twice yearly to project (directly or through State Facilitator) on extent and quality of implementation.

financial requirements

(1) District must assume (or share with State Facilitator or NDN) the costs of releasing teachers and administrators for training workshops. (2) District must assume (or share with State Facilitator or NDN) per diem, travel, and lodging costs for project staff if training or awareness presentation is given outside of New Jersey. (3) District must purchase Teacher's Resource Manuals ($10/copy) and Management Manuals (estimated $2/copy).

services available

An NDN-funded Developer/Demonstrator project.

Awareness presentations in New Jersey (elsewhere by arrangement). Awareness materials: filmstrip, $15; prospectus, $1; brochures free. Visitors welcome by appointment (10/15-5/15). Two-day training in New Jersey (elsewhere by arrangement). Follow-up consultations on-site in New Jersey (elsewhere by appointment) during first three years; consultative assistance thereafter regarding extensions of program within district. Assistance to consumer districts in supplying prototype evaluation designs and monitoring evaluations of student performance in writing.

contact

Jeanette Alder, Project Director; Roosevelt School; Louisa Pl.; Weehawken, NJ 07087.
(201) 865-1934 (-2274).

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 74-55   Approved: 5/23/74

Compiled Winter 1977

RESPONSIBILITIES AND COMMITMENTS OF THE SCHOOL DISTRICT AND/OR STAFF

1. Identify a building principal who is committed to the program's goals and objectives and who will provide administrative support for project activities.

2. Identify a Local Action Team (LAT) of from 4-8 members from the target school's staff. Teachers who will be directly affected by results of the project, the building principal, and the relevant district specialist have been found to be the most effective team composition. Consideration should be given to including sender/feeder school representatives and a community member. No one who is reluctant to commit him or herself to the program should be on the LAT.

3. Identify a person from the team to coordinate the work of the team. This person is known as the LAT Coordinator. Because of the extra demands made of the coordinator, serious consideration should be given to adjusting his or her regular assignment.

4. The district will make available the data necessary to conduct a meaningful student and program needs assessment. In many cases the necessary student data is currently on file; where it is not, steps will be taken to provide it. The program needs statement requires the cooperation of the staff by responding to a questionnaire, participating in an interview, and participating in other data-gathering activities considered necessary by the LAT.

5. The district will make the budget commitments needed to fund the various PSIP activities and will give serious consideration to program changes recommended by the LAT. The budget should include funds for materials and/or inservice education for the product or process the LAT will recommend. The amount included will provide guidance for the LAT and as evidence of the district's sincerity.

6. Each member of the LAT will be committed to participate in the following project activities:

   a. Project overview session
   b. "Pulse session" visitation by SAT members to the school site--classroom visitations and informal interviews.
   c. Needs Assessment Overview -- communication skills workshop
   d. Combined LAT/SAT meetings (potentially 10-15 per school year). This time will be made available by the district.
   e. Development of a General and a Student Needs Statement
   f. Data gathering: developing charts on desired and actual student performance; calculating discrepancies between the two.
   g. Complete a detailed Student Needs Statement
   h. Participate in the Program Analysis Phase -- data gathered is related to the Cooley-Lohnes Model of classroom constructs;

RESPONSIBILITIES AND COMMITMENTS OF THE SCHOOL DISTRICT AND/OR STAFF (cont'd.)

6. (cont'd.)

   h. (cont'd.) opportunity, structure, motivators, and instructional events. Provide the SAT with information from the classroom variables included in the model in the event that additional data gathering by the way of interviews, questionnaires, observations, audio/video taping is desired. The actual method will be determined by the LAT.
   i. Assist in analyzing the data gathered and participate in developing a detailed Program Needs Statement.
   j. Participate in the program selection phase which includes reviewing R&D outcomes, rating the outcomes and visiting sites to observe the application of an outcome, and selecting some type of R&D outcome.

   k. Participate in an implementation phase which includes planning, developing, implementing, monitoring and evaluating the program.

BENEFITS TO THE LOCAL SITE

1. Information and technical support from a number of state institutions and resource centers to assist in selecting, planning for, and installing relevant and effective programs.

2. A core of staff members trained through actual experience to systematically assess a local need and then select an appropriate program to alleviate that need. It may be possible for inservice credits to be earned in the process. This core of trained individuals can be used to train others in the process.

3. When feasible, assistance in writing proposals requesting support in implementing the final program recommendations.

4. Hopefully, an observable improvement in the area originally identified as needing improvement.

LOCAL ACTION TEAM (LAT) ACTIVITIES

An effective response to the problem of improving basic skills performance requires cooperation from a number of people in the school community. A strong effort requires:

1. Administrative support
2. Intense involvement of the teachers in the basic skills area
3. Representation from students, parents, and the community at large

Local Action Teams are viewed as the catalyst for a local school improvement effort. Their primary function will be to mobilize all available resources in a particular school/community to develop an effective program. More specific functions of the LAT will be:

1. To define the nature and scope of the basic skills needs to be addressed in the local school situation
2. To analyze alternative means of attacking the needs
3. To develop a course of action for dealing with the needs
4. To involve other members of the school staff, students, and the extended community in the program
5. To assist in the implementation of the action plan
6. To communicate progress to all interested parties
7. To assist in the evaluation activities

The Local Action Team is an important component of the proposed project, since this group will participate in all of the program activities and tasks. The IU linker will work closely with local administration staff to ensure that appropriate people are selected for the LAT and that the people who are selected have a strong commitment to the project.

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 2 SCHOOL AND DISTRICT ORIENTATION

PURPOSE: To acquaint the district administrators, principals, and teachers, especially the potential LAT members, with the goals and objectives of PSIP.

OBJECTIVES:

To review the project's historical background and the agencies and institutions involved in the development of the process.

To outline the project's major activities: school visitation, needs assessment, knowledge consolidation, selection, and implementation.

To clarify the responsibilities of the district, school site, and LAT members.

To select a LAT Coordinator and a Recorder.

To clarify the roles and responsibilities of the IU and other agencies involved.

To outline a schedule of activities for local district involvement.

EXPECTED OUTCOMES: District administrators and school site staff with a basic understanding of PSIP and an idea of their roles in the process; the principal's commitment to the project's goals and objectives.

TIME: An in-depth presentation of this module to district representatives or a building principal might well take two hours to complete. Presentation of this module to an entire school staff may well need to be condensed and should probably take at most one hour to complete.

MATERIALS:

PSIP Presentation Suggestions

Transparencies: 2T1 - 2T24

Handouts: Agenda; 1H1; 1H4; 1H5; 1H6

PSIP Milestone Chart from Linker's Handbook Introduction

Overhead projector and screen

MODULE 2 SCHOOL AND DISTRICT ORIENTATION

ACTIVITIES:

1. Introduction (5 minutes)

Rationale. School staff and SAT should be introduced to one another.

Materials	Strategy
PSIP Brochure	Have school staff members identify themselves and have SAT members identify their agency and their major area of work.

2. Presentation of PSIP (50 minutes)*

Rationale. The school staff needs a general picture of PSIP and its goals and objectives.

Materials	Strategy
2T1 - 2T24 and Presentation Suggestions	If you plan to use individuals in addition to yourself, notify and brief these people. In your briefing include a description of the school and the staff to be present and a clear description of individual assignments and responsibilities. Assign someone the task of documenting what transpires at the meeting. Make sure he/she notes reactions of the participants, questions raised and answers given, decisions reached and assignments made. 1. Introduce the day's activities and participants. Review briefly the purpose of the meeting and the proposed agenda. 2. If you are not giving the presentation, introduce at this point the SAT member selected during the planning meeting to give presentation.

---

* Times indicated are for presentation to district representatives or building principal.

2. Presentation of PSIP (cont'd.)

Materials   Strategy

3. Make sure the following aspects of the program are emphasized:

    a. the role and recommended makeup of the LAT
    b. the role and responsibilities of the LAT coordinator. Emphasize the coordinator's importance. Describe the time-consuming nature of the role. Note coordinator's main functions: the linker's main communication with the school; communicates with the LAT; polls LAT members; gathers and disseminates information.
    c. the benefits to the school
    d. the recommended timeline of activities and the many events which make such a schedule difficult to keep
    e. the commitments of the district, administrators, and teachers.

4. Time for questions and discussion should be scheduled

Summarize the meeting and outline possible follow-up activities.

3. Describe the PSIP Process and Milestones (20 minutes)

Rationale. Participants need to know the major events of the program and should have some sense of the time that the program will take to complete.

Materials	Strategy
1H1 and the PSIP Milestone Chart	Distribute copies of handout 1H1 and explain its purpose. Allow a few minutes for the participants to read the handout then "walk" them through the list of milestones. Provide some indication of the time element between the accomplishment of the milestones by relating the list of milestones to the chart.

4. Discussion and Questions (30 minutes)

Rationale. The school staff should have an opportunity to ask questions concerning PSIP.

Materials	Strategy
1H4 to 1H6	Distribute handouts 1H4 to 1H6 giving brief description of each. Provide time for the participants to read the handouts in order to reinforce the presentation and clarify any questions that may have come to mind. Provide ample time for questions and discussion.

5. Follow-up Activities (15 minutes)

Rationale. If the site wishes to participate, a schedule of activities for the next meeting needs to be set, along with a tentative schedule covering the next three meetings.

Materials	Strategy
	Review the high points of the meeting. Work with the participants to develop a schedule for the next three meetings. Outline the tasks to be completed for the next meeting and make specific assignments where necessary. Prepare a summary of the meeting and mail copies to each of the participants. Make sure the summary includes major decisions reached, future schedules, and special and common assignments.

FOLLOW-UP: Set a date for the next meeting and make arrangements with the building principal and school staff.

Arrange a time to meet with individual teachers to answer any questions or concerns they may have on the project. Also, begin collecting data on the district and school site in preparation for Module 4, the Pulse Session.

Remind the school to select the LAT and then have the LAT, in turn, name the LAT coordinator. Emphasize that the LAT is to notify the school principal of their decisions as soon as possible so that he or she can notify you and the announcement can be made at the next meeting.

Agenda

Module 2 District and School Orientation

I. Introduction

School staff members and SAT members identify themselves.

II. Presentation of PSIP

A history of the program it presented along with its goals and objectives, how participating agencies are organized, the potential benefits of the program, district commitments, LAT responsibilities, and the sequence of activities.

III. Describe the PSIP Process and Milestones

A description of the milestones and an indication of the timeline is presented.

IV. Questions and Discussions

Opportunity is provided to answer questions regarding PSIP and the presentation.

V. Summary and Follow-Up Activities

The high points of the meeting are reviewed. Then, a schedule for the next three meetings is set.

PSIP
2.7

PSIP PRESENTATION SUGGESTIONS

	TRANSPARENCY	COMMENTS
2T1.	PSIP	. Linking schools with resources
2T2.	Why Johhny Can't . . .	. Headlines from newspaper . Interest on basic skills . Other interests (Project 81 objectives)
2T3.	EQA Test Data	. What do you do with test data?
2T4.	EQA Test Data	
2T5.	How Many Times . . .	. Ask the following questions:

- How many times have you as a teacher wished that you could talk to someone who could direct you to resources to assist you to improve your teaching techniques of reading or mathematics?
- How many times did you as a teacher ask yourself--I know there must be alternative ways to teach this subject or motivate these students who are having difficulty with reading?
- How many times did you as a teacher study your students' test results from your subjects or from the districtwide achievement testing program and wonder why aren't those student scores higher?
- How many times did you wonder if someone somewhere had a similar teaching situation and developed a better teaching technique or better curriculum materials which could be appropriate to your setting?
- How many times have you as a classroom teacher asked the question--what criteria were used to select our reading program?

2T6.	Did You as a Classroom Teacher . . .	. Ask the following questions:

- Did you as a classroom teacher ever look for help to determine what you wanted your students to learn in a subject area during a school year?

PSIP PRESENTATION SUGGESTIONS (Cont'd.)

	TRANSPARENCY	COMMENTS
2T6.	Did You as a Classroom Teacher . . . (cont'd.)	. Ask the following questions: (cont'd.) . Did you as a classroom teacher ever feel the need for a way to review curriculum-related materials in a systematic way to determine their effectiveness in your classroom? . Did you as a classroom teacher ever know that there are agencies available to you as a resource for assisting you or your colleagues to improve your teaching techniques? . Did you as a classroom teacher ever need help to find additional curriculum resources for your consideration in your classroom? . Did you as a classroom teacher ever wish to work with your colleagues to determine school-wide curriculum programs?
2T7.	Teachers Can Affect Student Achievement	. Emphasis on importance of teacher's role in education and curriculum development/decision making
2T8.	Answers Are Available	. ESEA, NDEA in mid-sixties produced good programs . Not enough use in local schools . Examples of LISTS . A single product to be handed out; or . A guaranteed product we do not have

2T9.	PSIP	. PDE-coordinated NIE proposal
		. GOAL = IMPROVE student achievement in basic skills
		. Enlist services from NIE-PDE
		  . Research agencies
		  . Intermediate units
		  . Local schools

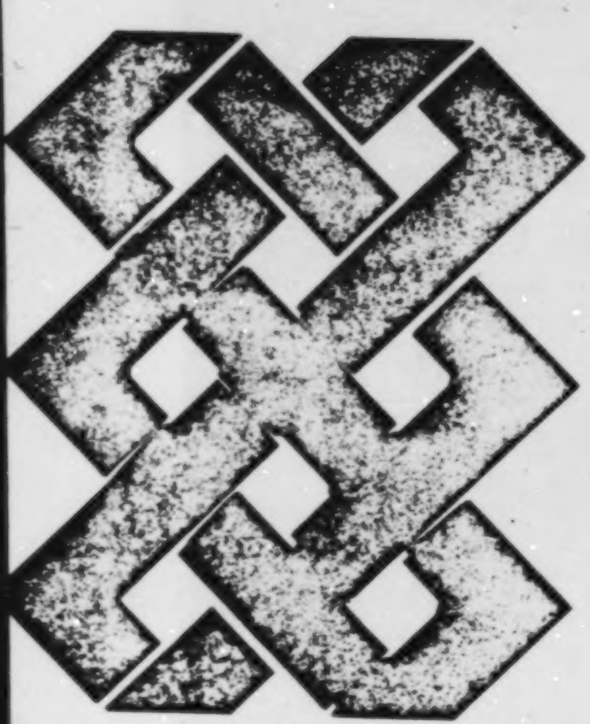
PSIP PRESENTATION SUGGESTIONS (cont'd.)

	TRANSPARENCY	COMMENTS
2T10.	Objectives	. Increase use of educational practices suggested by R & D . To develop and improve a delivery system in Pennsylvania/PDE/research agencies/IU/local
2T11.	School Improvement Model	. Resources/IU/LEAs
2T12.	SAT/LAT Relationships	. SAT--"Resource group" coordinated by IU . LAT--Local group with local coordinators. OTHERS--Students, professional groups, consultants, community members
2T13.	Role of Intermediate Unit	. Importance of role
2T14.	Curriculum (School) Improvement Process: Sequence of Activities	. Problem solving process - not rapid . SAT/LAT - Needs - Selection - Implementation . Knowledge Consolidation interacting . TIME - UNDETERMINED
2T15.	Needs - "What Ought To Be" Compared to "What Is"	. Awareness of broad areas of concern - General . Determine student performance goals for school . Determine program needs . School needs description

2T16.	Knowledge Consolidation	. Literature Search --
		  . Basic skills learning theory
		  . Principles of dissemination
		  . Management/organizational processes

PSIP PRESENTATION SUGGESTIONS (cont'd.)

	TRANSPARENCY	COMMENTS
2T16.	Knowledge Consolidation (cont'd.)	. Outcome Search -- . To match local needs . LISTS and REAL PRODUCTS
2T17.	Outcome Pool	. R&D Products base
2T18.	Selection Process - Best Buy	. LAT/SAT working together . Identify criteria (standards) . From several educational practices and programs . Make visits or try out materials
2T19.	Implementation	. Implementation Plan . Monitoring
2T20.	Functions/LAT	. Identify typical teacher activities in the process
2T21.	PSIP Process Milestones	. Typical pattern of program process
2T22.	Benefits	. Students . Teachers . Schools . District
2T23.	Benefits	. IU . PDE . NIE
2T24.	School Improvement	. Means commitment



Pennsylvania School Improvement Program

Why Johnny Can't...

PSIP 272

see Dick run.

$$\begin{array}{r} 2 \\ +2 \\ \hline ? \end{array}$$

The moom is nade of

EQA

STUDENT DISTRIBUTIONS FOR GOAL III--BASIC SKILLS-MATH

GRADE 5

Goal Score	STATE NORM	
	1974	1977
24-30	18	13
21-23	22	18
18-20	23	25
15-17	19	22
0-14	18	22

GRADE 5 (1975)

PSIP 2T4

1. Weight: 3 pounds   2. 3 x $.05   3. 30   70
Weight: 48 ounces $.09 + $.06   70   32

	Lowest	10%ile	50%ile	90%ile	Highest.
1.	.21	.45	.62	.75	.95
2.	.25	.43	.57	.69	.96
3.	.36	.75	.89	.96	1.00

HOW MANY TIMES DID YOU AS A TEACHER ASK ABOUT . . .

- RESOURCES TO IMPROVE YOUR TEACHING TECHNIQUES?
- ALTERNATE WAYS TO MOTIVATE STUDENTS?
- YOUR STUDENTS' DISTRICTWIDE TEST RESULTS?
- TEACHERS WITH SIMILAR TEACHING SITUATIONS?
- CRITERIA FOR CHOOSING PARTICULAR PROGRAMS?

PSIP
2T5

PSIP
2T6

DID YOU AS A CLASSROOM TEACHER EVER . . .

- SEEK HELP TO DETERMINE LEARNING OBJECTIVES?
- NEED TO REVIEW CURRICULUM MATERIALS?
- KNOW ABOUT RESOURCE AGENCIES AVAILABLE TO YOU?
- SEEK HELP IN FINDING CURRICULUM RESOURCES?
- WISH TO WORK WITH COLLEAGUES ON SCHOOLWIDE CURRICULUM?

TEACHERS

CAN

AFFECT

STUDENT

ACHIEVEMENT!

ANSWERS ARE AVAILABLE

NIE Product List – over 600 R&D products from Regional Educational Labs and Centers

Joint Dissemination Review Panel Programs – over 160 locally developed, nationally validated programs or practices

Right to Read, Program Information Projects and other nationally approved projects

Pennsylvania

School

Improvement

Program

Goal: To improve student achievement in the basic skills of reading and math.

PSIP OBJECTIVES

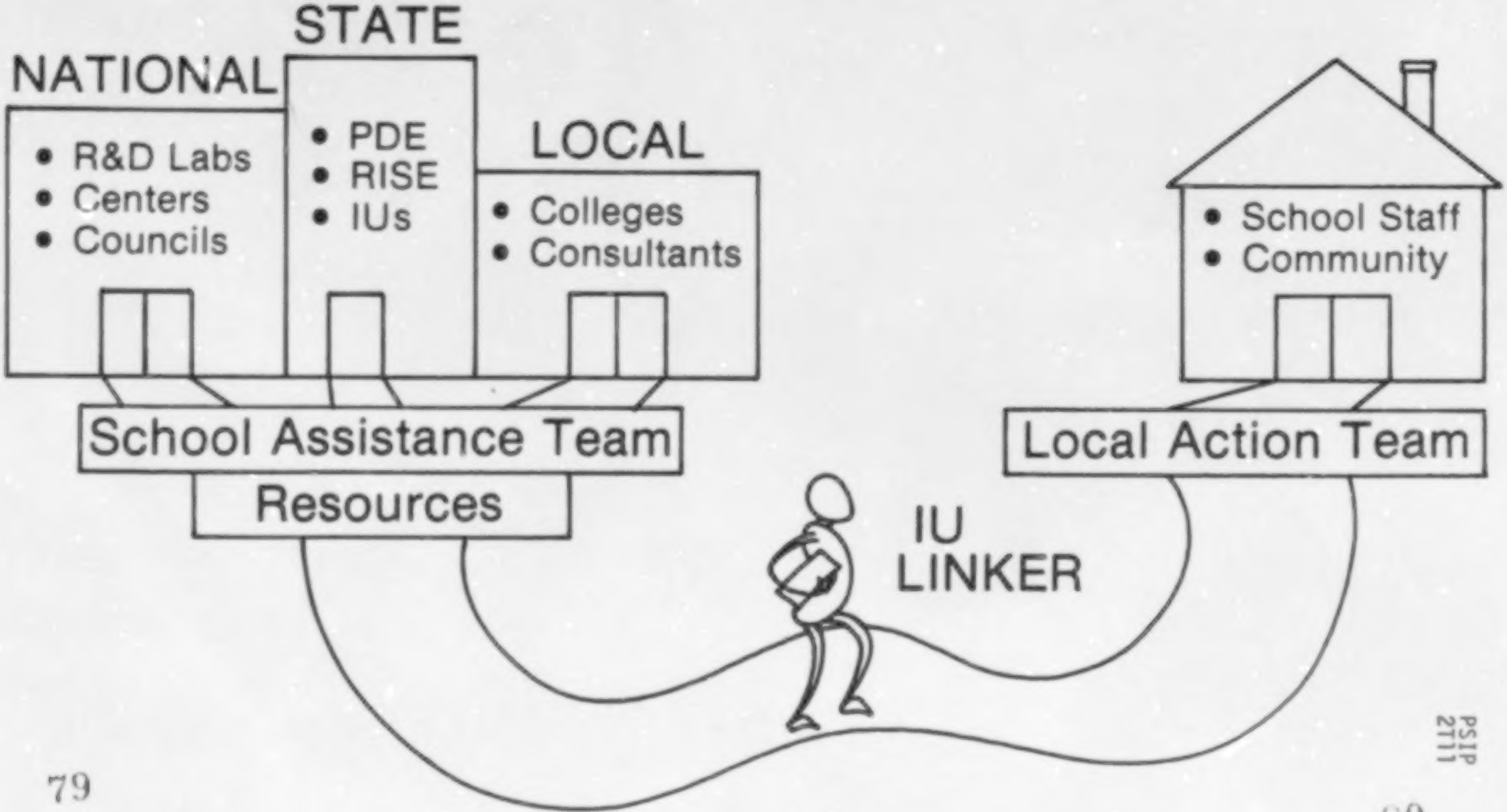
TO INCREASE THE USE OF R&D PRODUCTS AND PRACTICES IN SCHOOLS TO AFFECT BASIC SKILLS OUTCOMES.

- TO IMPROVE TEACHER SKILLS IN AREAS OF STUDENT AND CURRICULUM ANALYSIS, DECISION-MAKING TECHNIQUES AND PROGRAM SELECTION AND IMPLEMENTATION.

TO INCREASE FURTHER UNDERSTANDING OF THE DISSEMINATION PROCESSES THAT FACILITATE THE USE OF R&D PRODUCTS BY SCHOOLS.

- TO IMPROVE INTERMEDIATE UNIT SKILLS FOR "LINKING" SCHOOL STAFF TO OTHER AGENCIES AND RESOURCES.

SCHOOL IMPROVEMENT MODEL



NATIONAL
- R&D Labs
- Centers
- Councils

STATE
- PDE
- RISE
- IUs

LOCAL
- Colleges
- Consultants

- School Staff
- Community

School Assistance Team

Resources

IU LINKER

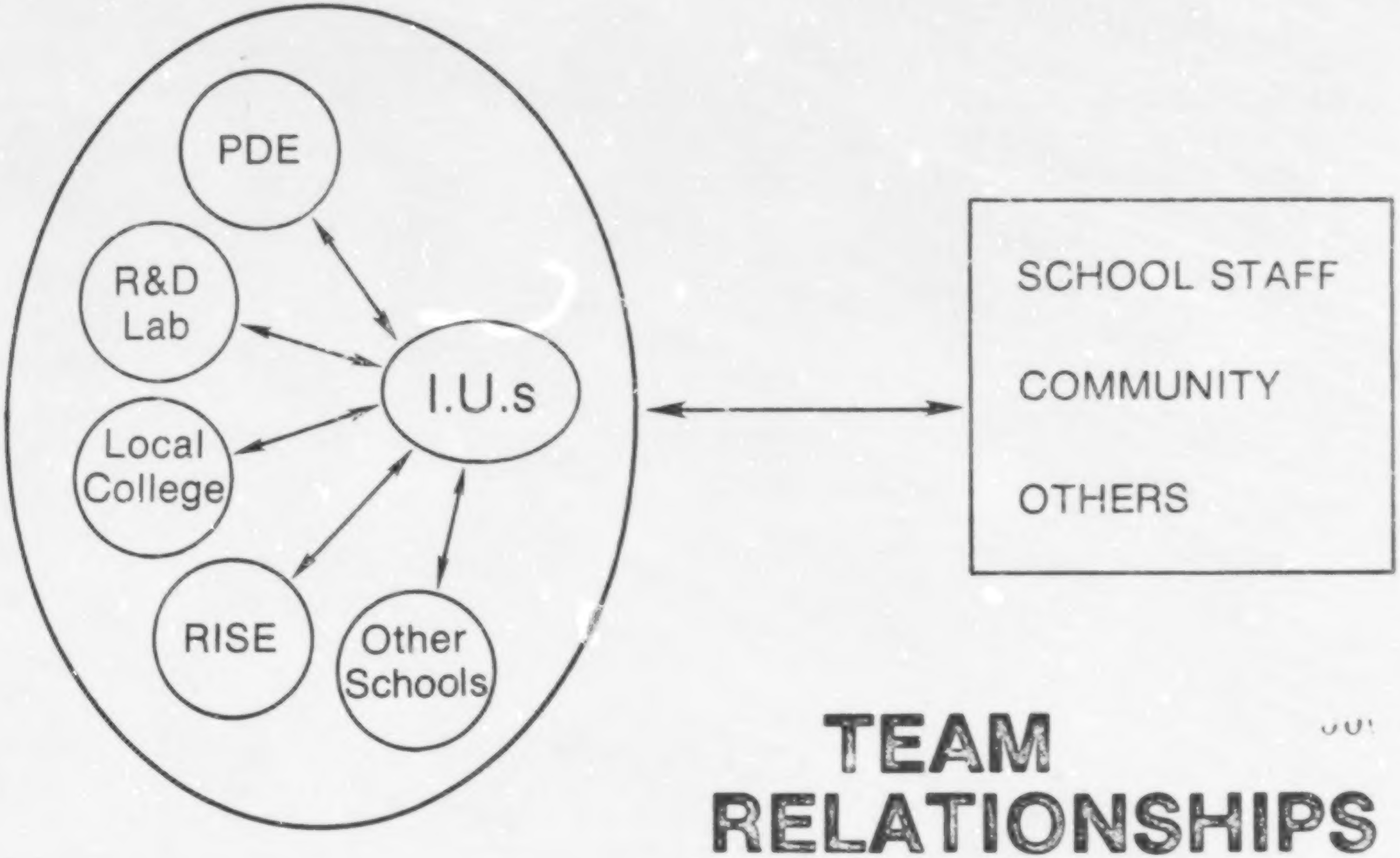
Local Action Team

PSIP 2T11

PSIP 2T12

SCHOOL ASSISTANCE TEAM

LOCAL ACTION TEAM



PDE

R&D Lab

Local College

RISE

Other Schools

I.U.s

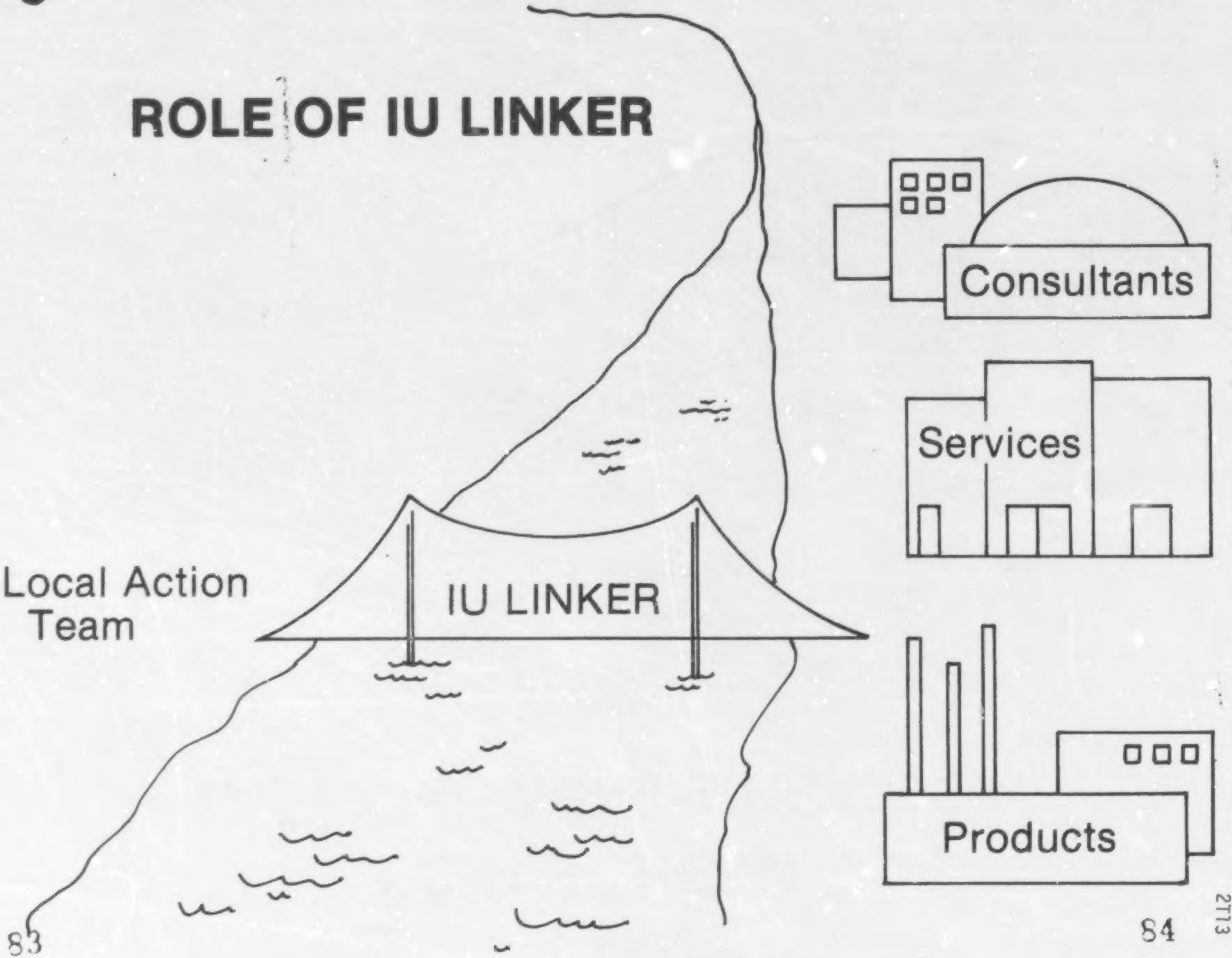
SCHOOL STAFF

COMMUNITY

OTHERS

TEAM RELATIONSHIPS

ROLE OF IU LINKER



Local Action Team

IU LINKER

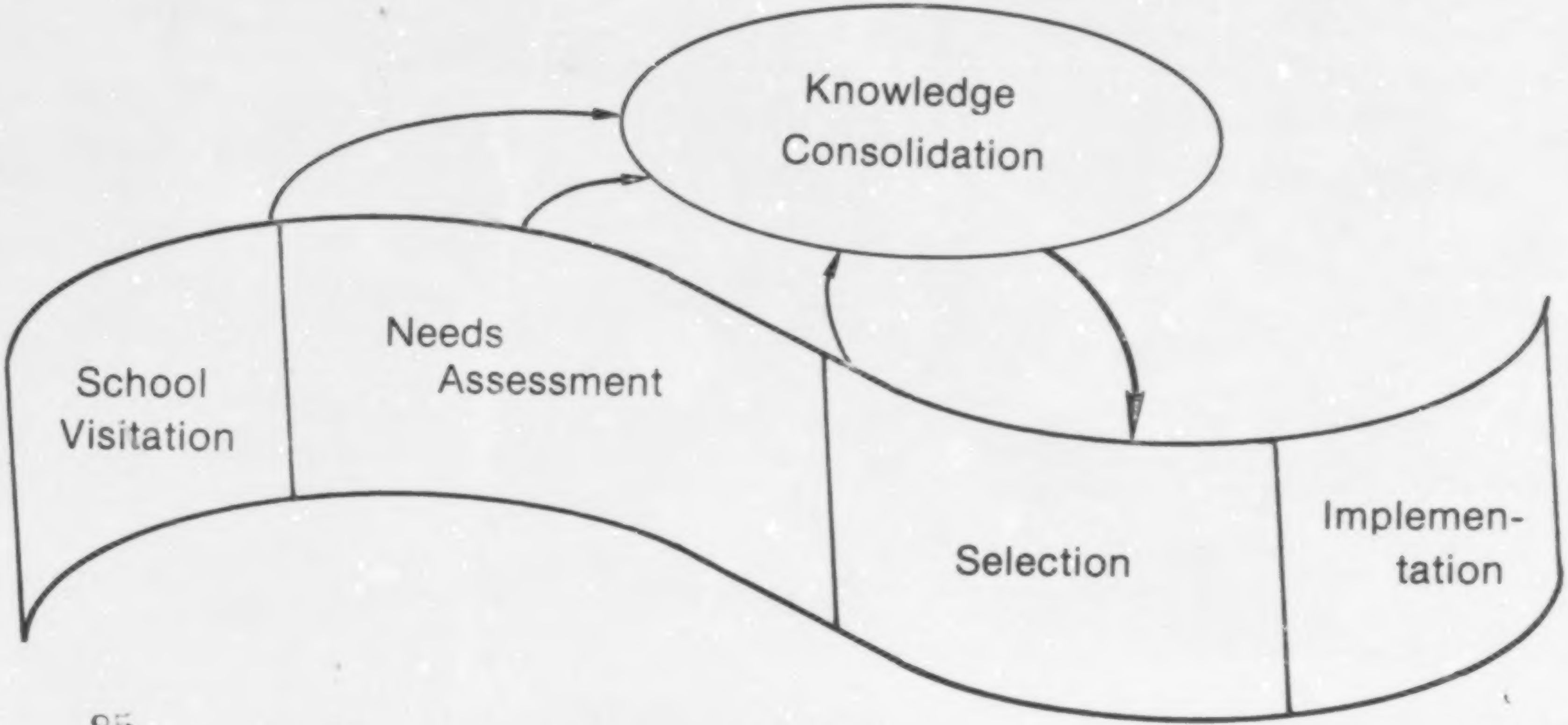
Consultants

Services

Products

PSIP SCHOOL IMPROVEMENT PROCESS

PSIP 2T14



Knowledge Consolidation

School Visitation

Needs Assessment

Selection

Implementation

PSIP
2T15

NEEDS

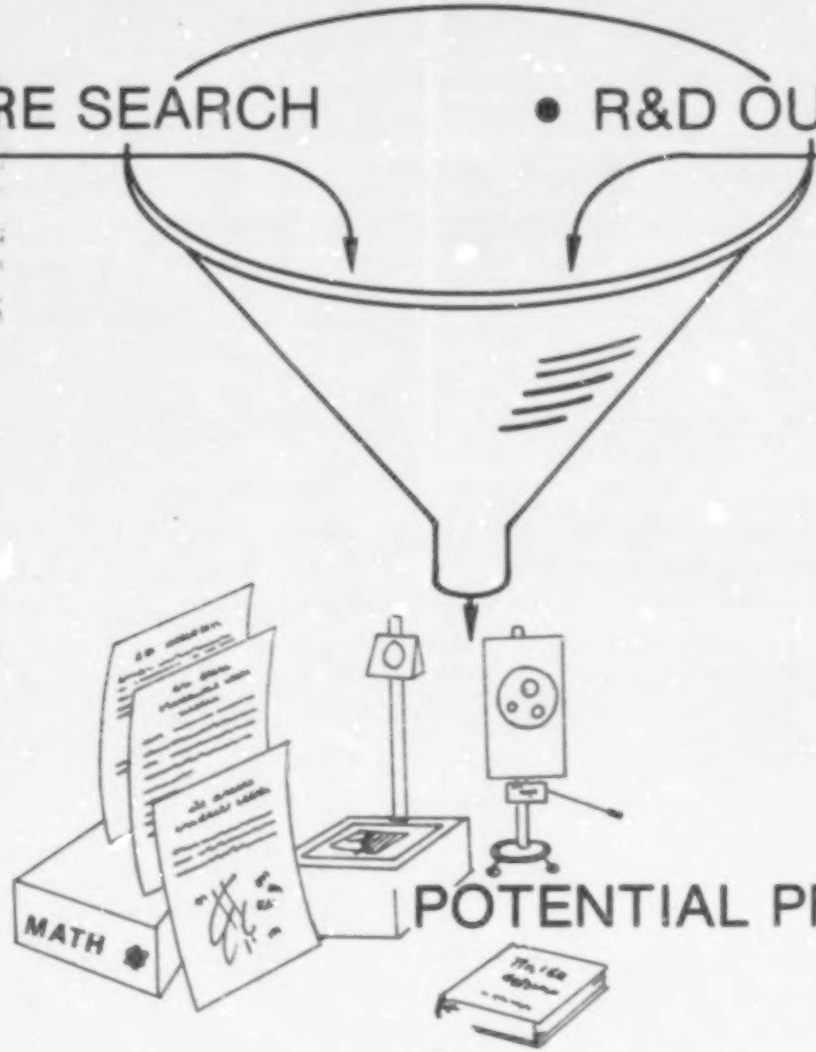
"WHAT OUGHT TO BE" COMPARED TO "WHAT IS"

- GENERAL NEEDS
- STUDENT NEEDS
- PROGRAM NEEDS

DESCRIPTION
OF
SCHOOL NEEDS

PSIP
2T16

KNOWLEDGE CONSOLIDATION

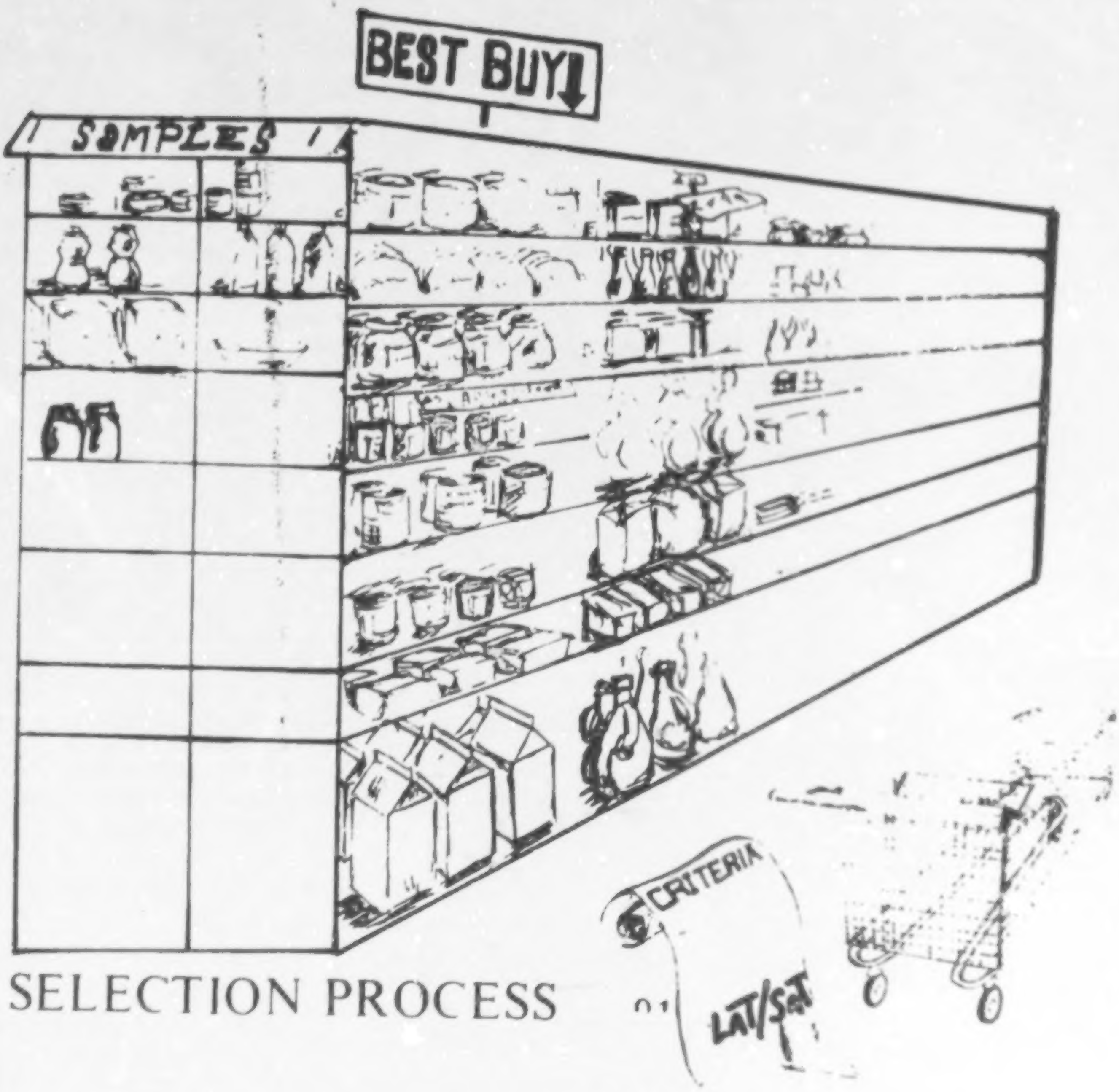


- LITERATURE SEARCH
- R&D OUTCOME SEARCH

POTENTIAL PRACTICES

OUTCOME POOL

1. The Catalog of NIE Education Products
    - 600 Products
        - Mathematics--35 Products
        - Reading and Language Arts--41 products
        - Reasoning and Problem Solving--18 products
2. National Diffusion Network
    - Reading--45 programs
    - Mathematics--13 programs
3. Right to Read
    - Reading--12 programs
4. Project Information Packages
    - Reading--3 programs
    - Reading and Mathematics--3 programs
5. Pennsylvania Diffusion Plan
    - 54+ products


BEST BUY
SAMPLES
CRITERIA
LAT/SAT

SELECTION PROCESS

IMPLEMENTATION

PLAN ⟶ IMPLEMENT ⟶ MONITOR

- PROGRAM TIMING & BUDGETING
  - STAFF ASSIGNMENTS, ORIENTATION, & TRAINING
    - MATERIALS, EQUIPMENT & FACILITIES
      - STUDENT SCHEDULING & INSTRUCTIONAL PROCEDURE
        - MONITORING & EVALUATION

PSIP
2T20

Functions of the Local Action Team

- To define the basic skills problem to be addressed in the local school
- To analyze alternative means of attacking the problem
- To develop a course of action for dealing with the problem
- To involve other members of the school staff, students, and the extended community
- To assist in the implementation of the action plan
- To communicate progress to all interested parties
- To assist in evaluation activities

PSIP
2122

PSIP

EXPECTED BENEFITS

STUDENTS	IMPROVED PERFORMANCE IN BASIC SKILLS
TEACHERS	IMPROVED TEACHING SKILLS AND PRACTICES
SCHOOLS	IMPROVED INSTRUCTIONAL PROGRAMS AND COMMUNITY RELATIONSHIPS
DISTRICT	EXPERIENCED STAFF FOR ASSISTING OTHER SCHOOLS OR APPLYING TECHNIQUES TO OTHER NEEDS

PSIP

EXPECTED BENEFITS

IU	EXPERIENCED STAFF FOR ASSISTING OTHER SCHOOLS
PDE	NEW PROCESS FOR PROVIDING TECHNICAL ASSISTANCE AND SERVICES TO SCHOOLS INTERESTED IN IMPROVING EDUCATIONAL PRACTICES
NIE	NEW KNOWLEDGE ABOUT THE PROCESS OF DISSEMINATING PROVEN EDUCATIONAL PRACTICES

SCHOOL IMPROVEMENT

Improvement means Commitment
Commitment needs Energies
Energy costs Money

Money alone doesn't do it
Teachers alone won't do it
Administrators alone can't do it

Commitment means Improvement

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 3 PREPARATION OF DISTRICT AND TARGET SCHOOL PROFILES

PURPOSE: To provide the SAT with a good basic profile of the school district and the school or schools in which the work will take place.

OBJECTIVES:

To produce a concise, informative description of the school district.

To prepare a comprehensive description of the target school or schools, paying particular attention to the area of concern.

To collect building-level information needed to schedule a successful pulse visit.

EXPECTED OUTCOMES: Profiles of the district and school for use by the SAT and others who may be working with the linker during the project; schedules for the pulse sessions.

TIME: It will probably take the linker two to three weeks to complete the information and data collection. This would involve assembling various documents, observing the operation of the schools, interviewing, and using questionnaires.

MATERIALS:

Superintendent's questionnaire

District's Long Range Plan (LRP)

District's philosophy and objectives

Relevant policy statements

Copies of any background studies used to identify the problem or area of concern to be investigated

School building philosophy

Faculty and student handbooks for target school

Course of Study: Scope and sequence for areas of concern

Summaries of school/district standardized test results; EQA report

MODULE 3 PREPARATION OF DISTRICT AND TARGET SCHOOL PROFILES

ACTIVITIES:

Rationale. The purpose of the district and school profiles is to provide information to those who will be working in the school. The profiles will result in a better understanding of the district's and school's setting, clientele, staff, and resources. Such information will contribute to a better working relationship with the school personnel.

Materials

1. Relevant district and school documents.
2. Superintendent's Questionnaire

Strategy

Make sure the district profiles include the general background of the school district, including the community, administration, staff, students, and school facilities. The information is obtained from the district's LRP, interviews and questionnaires. The profile presents a general picture of the district and is seen as a first step toward building a comprehensive information base on all aspects of the district and school site. The format allows for continuing update and revision so as to provide the flexibility needed as the project moves through the different phases. See pages 3.7 and 3.8 for sample formats.

Most of the detailed information regarding the Target School will be obtained during the pulse visit. However, information necessary for a successful pulse visit should be obtained. This information should include:

a. Staff assignments
b. School's organization
c. School's calendar for immediate future.
d. School day for teachers and students.
e. Make up of the LAT and indentification of the LAT coordinator.
f. Relevant test results: standardized tests, EQA, testing schedule, etc.
g. Areas of concern
h. Course of study scope and sequences
i. Schedules and building plans

ACTIVITIES: (cont'd.)

1. Obtain and review the school district's Long Range Plan (LRP).

2. Ask the Superintendent to complete questionnaire or interview him or her and obtain the answer orally.

3. Collect relevant district documents.

4. Visit with the building principal and obtain relevant building documents.

5. Prepare the school and district profiles.

6. Meet with the principal to schedule the pulse session. A sample pulse session schedule is provided in Appendix 3.

FOLLOW UP: Distribute profiles to those external individuals serving as members of the "Pulse Visit Team," the SAT, and others identified for input and consultation. These profiles should be distributed well in advance of the pulse visit.

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

SUPERINTENDENT'S QUESTIONNAIRE/INTERVIEW

The information obtained through this questionnaire will be used in developing a district profile. The profile in turn will serve as an introduction to the school district for those individuals who will be participating in the PSIP process and who are not members of the school or district staff.

If a current document deals with the question and is felt to provide an adequate answer, a copy of the document is welcome.

1. Does the district have an educational philosophy? When was it officially adopted? How was it prepared?
2. Does the district have a set of educational objectives? When was it officially approved? How was it prepared?
3. Has the district participated in any innovative programs within the past 5 years? If so, what was/is the nature of the program or programs?
4. Is, or would the local community be receptive to new programs? Are members of the community involved when such decisions are made? If so, how?
5. What is the decision making process regarding curriculum matters in the district? Timeline for review of subject areas? Is textbook adoption districtwide or by school?
6. Provide a brief profile of the board's composition.
7. Does the district have a written policy regrading the employment of the professional staff? If so, please attach a copy.
8. Does the district have a negotiated professional contract? If so, please attach a copy.
9. Provide a brief description of the district's economic situation.

10. Does the district have an organized system for communicating with its patrons and citizens? Explain.

11. What methods are used to communicate board and district administrative decisions to the teaching staff?

12. Does the district have a policy governing administration or supervisory observations and evaluations of the professional staff? Please provide a copy.

13. What is the district's policy or practice regarding teacher lesson plans? Curriculum guides? Textbook adoption?

14. How does the school district provide for staff in-service?

15. Does the school district staff include any specialists? Please list curriculum, special education and subject areas.

16. What is the district timeline for submitting budgets?

17. Provide a brief description of the district's testing program.

18. Provide a brief summary of your own educational and professional background.

PSIP
3.7

SAMPLE SCHOOL SITE PROFILE

NAME: School No. 1

BUILDING PRINCIPAL:__________________
(Half-time - 4th grade teacher)

GRADES: K-6

STUDENTS: Approximately 130 for 1976-77 school year

NUMBER OF EDUCATIONALLY DEPRIVED ELIGIBLE TO PARTICIPATE IN TITLE I: 15

TEACHER AIDES: 2, part time - grades 1 & 2

JOB DESCRIPTION, AIDES: Developmental Readiness

NUMBER OF READING SPECIALISTS: 6 - one reading specialist for 4 schools

NUMBER OF MALE TEACHERS: 3

NUMBER OF FEMALE TEACHERS: 6

TOTAL NUMBER OF TEACHERS: 9

NUMBER OF STUDENTS BY GRADE: 1976-77

1	15 - 19	4	20	(K-12 might be moved to another building)
2	15 - 19	5	27	
3	21	6	29	

BUILDING STRUCTURE (SELF CONTAINED, ETC.): Self Contained

GROUPING (HETEROGENEOUS, ETC.): Experimental family grouping for language arts dropped because of money cut, losing aide

KIND OF BASAL SERIES: 1st ABC: above 1st grade level
Harper Row Designs for Reading: Reading at grade level
Open Highway, Scott Foresman: 1 grade level below

STANDARDIZED TESTING: PLEASE REFER TO DISTRICT PROFILE

WHAT GRADES FOR STANDARDIZED TESTING: 1st and 2nd grades

AGE OF BUILDING: 14 + years

NARRATIVE OF BUILDING: Refer to LRP

NUMBER OF YEARS EXPERIENCE OF PRINCIPAL: 9

RIGHT TO READ SCHOOL: N/A

EQA LEVELS: ACTUAL PERCENTILE LEVEL
VERBAL: 29 MATH: 9

MAXIMUM EXPECTED ACHIEVEMENT LEVEL
VERBAL: 39 MATH: 36

SAMPLE OUTLINE FOR DISTRICT PROFILE

I. INTRODUCTION

II. DISTRICT INFORMATION

- A. Philosophy
- B. Community Characteristics
- C. District-wide Data
    - 1. Superintendent's Data
    - 2. Long Range Plan Committee Reports
    - 3. Survey of Graduates
- D. Quality Education Survey Report
    - 1. Group Rankings
    - 2. Student Rankings
    - 3. Faculty Rankings

III. PROJECT SITE PROFILE NO.1 AND NO.2 ELEMENTARY SCHOOLS

- A. Elementary School No.1
    - 1. Teacher Data
    - 2. Student Data
    - 3. Instructional Program Data
- B. Elementary School No.2
    - 1. Teacher Data
    - 2. Student Data
    - 3. Instructional Program Data

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 4 PULSE SESSION -- SCHOOL VISITATION

PURPOSE: To provide a means for the linker and members of the SAT to become familiar with the environment in which the LAT members teach.

OBJECTIVES:

To obtain a better understanding of the administrative and district philosophies.

To determine the basic objectives of that aspect of the school's program being investigated, and the nature of the student body being served.

To obtain some notion of the condition and extent of instructional materials and equipment.

To determine the degree of involvement of parents in the operation of the school.

To learn how staff perceives students' progress in the areas of concern.

To learn what concerns the staff have about the identified areas.

To observe how the school is administered, and the methodologies employed by teachers, including current teacher testing practices.

To determine the format of the school's achievement data and assess its potential for use in the student needs assessment modules.

To provide an opportunity for individual staff members to ask questions about PSIP.

EXPECTED OUTCOMES: A summary of impressions and observations which will provide helpful information about the school for each person from outside of the school district participating in the school's PSIP process, and some knowledge for the school staff regarding what is considered important in the PSIP process. The visit will also serve as an introduction to some of the outside people who will be working with the school.

TIME: This module should be completed in one school day.

MATERIALS:

The profiles prepared in Module 2

Interview schedules

Teacher, Principal, and Counselor Interview Guides

School's bell schedule for the day

MODULE 4 PULSE SESSION -- SCHOOL VISITATION

ACTIVITIES:

School visitation by the SAT or a group of its members. (See page 4.6 for a description of the School Visitation Team.)

Rationale. The "pulse session" helps the SAT, who will be interacting with the LAT in the months ahead, to become familiar with the environment in which the LAT members function. The pulse session should result in a better understanding of the administrative and district philosophy, basic objectives of the discipline being investigated, of the nature of the student body being served, of the condition and extent of instructional material and equipment, parental involvement with the school, the level of achievement of the students in the targeted discipline, how the school is administered, and methodology employed by teachers. The session also provides an opportunity for the staff to ask questions about PSIP.

Materials

School Profile

Interview schedules

Interview guides (Teacher, Counselor, Principal)

School's bell schedule for the day

Strategy

Schedule the visit for a regular school day through the building administrator. Make sure the school's staff is advised of the visit and its purpose well in advance of the scheduled date. Submit to the staff members a list of the SAT members with a description of their backgrounds and the agencies they represent.

Make arrangements to hold individual conferences with selected members of the staff; e.g. potential members of the LAT, building principal, counselor, and librarian. Consider using a roving substitute for the day so that the selected staff members may be made available.

1. Brief the members of the visiting SAT prior to the school visit. Give each member an assignment for the day: classes to visit, people to be interviewed, records to be reviewed, etc.
2. Upon arriving at the building, have the SAT meet with the principal, and whomever else needs to be present, to review the planned activities for that day.

ACTIVITIES: (cont'd.)

Materials	Strategy
	3. Have each team carry out their individual assignments.
	4. Have one member of the team meet with the principal and guidance counselor to determine what relevant data is available to the team; i.e. achievement scores, aptitude scores, attendance figures, department objectives, special programs, building policies.
	5. Make sure that staff members are interviewed using the prepared form to obtain the desired information. Make sure that the persons who are observed are also interviewed. For example, you might want to observe teachers in the morning and interview the same teachers in the afternoon.
	6. Have each member of the visiting team observe and later make notes concerning general attitude of students, teacher behaviors, current teacher testing practices, interactions between staff and administration building management.
	7. Remind the team that when visiting classes they should observe existing school policy.
	8. Have the visiting team meet at the close of the visit to compare notes and general observations.
	Prepare a summary of the individual summaries. Prior to conducting Module 5, prepare a report to be shared with the school's staff.

FOLLOW-UP: Have each person participating in the visit submit to you his or her interview notes and general observations and impressions. This should be accomplished within a few days.

Summarize the interviews and impressions and prepare a brief report of the visit to share with the school's staff.

ALTERNATIVE STRATEGIES: In addition to the principal, counselor, and teachers, you may also wish to interview and/or observe some of the school's specialists. If so, you may need to revise one or more of the interview guides in order to adapt it to the individual specialist.

THE SCHOOL VISITATION TEAM

The School Visitation Team is generally composed of 2 to 4 professionals. One of these individuals should have had some experience as a school administrator. The others should be teachers or individuals with experience in the area to be studied or evaluated. It would also be helpful to have had previous experience as a team member.

The linker, when assembling the visitation team, could use as a pool of potential members (1) individuals who have served on previous SAT's, (2) individuals who served as LAT members in a school that has gone through the PSIP process, and (3) those individuals known by the linker to be competent educators interested in improving the education process.

The visitation team should meet as a unit prior to the actual visitation. At this time the linker will provide each member with a copy of the district and school profiles. In fact, if it is available, it would be advantageous to distribute the profiles in advance of the meeting. The linker should also provide them with an oral description of those district and school characteristics that may be unusual. Tentative agreement should be reached regarding individual assignments during the visit. Assignments should be based on the experience of the individual members.

For the benefit of those individuals who have no previous experience as a visiting team member, the linker should review the outline for Module 3. The interview forms should be studied and suggestions offered as to their use.

PULSE VISIT -- PRINCIPAL'S INTERVIEW GUIDE

1. How long have you been a principal? ____________________
   In this building? ____________________
   Elsewhere? ____________________

2. Teaching background? (subjects and experience)

3. Preparation? (certification and degree)

4. Student enrollment by grade?

5. Size of staff?

6. Average class size?

7. Scheduling practices?

   Length of day ____________students ____________teachers

   Number of periods ___________

PRINCIPAL'S INTERVIEW GUIDE (cont'd)

8. Parent organization? Meetings?

How are parents informed -- local papers, newsletters?

9. Citizen involvement in planning?

10. Present or recent innovative programs?

11. Outside institutions involved?

I.U.
Title III or IVC
Eric
RISE
Colleges or Universities

12. Do you have a Title I project? If so, describe briefly.

13. How is staff organized? Department heads?

14. Are there regular staff meetings?

frequency __________ nature __________

time of day __________

PRINCIPAL'S INTERVIEW GUIDE (cont'd)

15. Does the district have in-service days? Act 80 days?

16. How are staff members evaluated? Classroom visitations?

17. Are lesson plans required?

How often __________

Submitted to and read by ______________________________

18. Student behavior?

code __________ policies ____________

19. Absenteeism? Transfers?

Into the school? _________________

_______________% Out of the school? _________________

20. Any administrative assistance?

21. Length of principal's year?

PRINCIPAL'S INTERVIEW GUIDE (cont'd)

22. Budgetary procedures?

23. Purchasing procedures?

24. Textbook selection? Any policies?

25. District wide administrative meetings? Policies?

26. What aspects of the program do you feel need strengthened? Explain.

    a. Entering skills
    b. Scheduling procedures
    c. Discipline procedures
    e. Selection and purchase of instructional materials
    f. Greater coordination of effort within and beyond this school

*Note: If there is no guidance counselor to be interviewed, those questions on the counselor's interview guide marked with an asterisk should be asked of the principal.

PULSE VISIT -- COUNSELOR'S INTERVIEW GUIDE

1. How long have you been a counselor?

   In this district? ____________________

   In this school? ______________________

2. How many years were you a teacher?

   In this district _________

   School __________________

   Subjects ________________

3. What are your areas of certification?

   What degrees have you earned? ______________

4. Method of operation?

   a. Group guidance _____major _____minor

   b. Individual guidance _____major _____minor

      (1) Scheduled

      (2) Referrals

5. How do you work with teachers?

   a. On call

   b. Planned meetings

   c. Consultant

*6. What is the school's testing policy?

   a. Standardized achievement

   b. Aptitude

COUNSELOR'S INTERVIEW GUIDE (cont'd)

*7. How are tests administered? Corrected?

*8. How are the test results used?

   a. What information is provided students?

   b. What information is provided parents?

   c. What information is provided teachers?

9. What sort of information do you seek from students? How is it used? Recorded?

*10. How are class sections determined?

*11. What is the promotion-retention policy?

*12. Are there any special education or remedial classes? How are students identified?

*13. Do the students have any special interest opportunities?

   a. Clubs

   b. Classes

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COUNSELOR'S INTERVIEW GUIDE (cont'd)

14. Do you have an extended school year?

15. Have you been involved in any special or innovative guidance programs?

    a. Career education

    b. Orientation sessions

    c. Parental programs

16. What do you consider to be special strengths of the school?

    a. Academic

    b. Extra-curricular

    c. Faculty morale

    d. Administrative leadership

    e. Parent support

17. What aspects of the program do you feel need strengthened? Explain.

    a. Entering skills

    b. Scheduling procedures

    c. Discipline procedures

    d. Selection and purchase of instructional materials

    e. Parent involvement

    f. Greater coordination of effort within and beyond this school.

*This information should be obtained from the principal if there is no guidance counselor.

PSIP
4.14

PULSE VISIT -- TEACHER'S INTERVIEW GUIDE

1. What is your teaching load?

   Daily classroom time_______ Class size______________

   Other responsibilities___________________________

   Planning Period_________________________________

2. Is the school's faculty organized in any way?

   By grade, By department___________________________

   Regular meetings__________________________________

   Are there prepared agendas for the meetings__________

3. Are there basic courses of study? With specific objectives?

4. Do you think enough time has been scheduled to adequately teach your objectives?

5. What is your basic text?_______________________________

   a. Do you find it satisfactory?

   b. Is it suitable for all students?

6. What supplementary materials are available for your use?

   a. Are they applicable?

   b. Is there a sufficient quantity?

TEACHER'S INTERVIEW GUIDE (cont'd.)

7. How were you involved in the development of the present curriculum?

8. Do you often request the services of the guidance department or other specialists? If so, under what circumstances?

9. Have you been involved in any special or innovative programs? Describe them.

10. Are you observed on a regular basis?

11. How frequently do you have contact with parents? Under what circumstances?

12. Basically how would you describe the student body with respect to

    a. Discipline?

    b. Motivation?

    c. Parental pressure?

TEACHER'S INTERVIEW GUIDE (cont'd.)

13. Are you reasonably satisfied with the students' achievement in this school? If not, why?

14. How is the achievement of your students measured? Is it an adequate and fair measure?

15. What use do you make of the standardized test results?

16. How do you deal with individual differences?

17. What aspects of the program do you feel need to be strengthened? Explain.

    a. Continuity of skill development

    b. Structure of suggested curriculum

    c. Grouping procedure

    d. Entering skills

    e. Scheduling procedures

    f. Discipline procedures

    g. Selection and purchase of instructional materials

TEACHER'S INTERVIEW GUIDE (cont'd.)

17. (cont'd.)

    h. Parent involvement

    i. Greater coordination of effort within and beyond this school

18. Do you have any questions about PSIP?

19. How can a project such as PSIP be of greatest assistance to you as a teacher? school?

20. How many years have you been teaching?

______Years

______In this school

______In this district

21. What is your certification?

22. What degrees have you earned?

23. Have you had any graduate courses in

School Administration?
Student Behavior?
Curriculum?
Supervision?

PSIP
4.18

PULSE VISIT CLASSROOM OBSERVATION SUMMARY

Observer____________________
Teacher____________________
Date____________________
Total Number of Students________
Time____________________
Grade level____________________

General Classroom Environment

Grouping

Small Group ____
Total Group ____
Teacher Dir. ____
Ind. Wrk. ____
Other ____

Materials

Teacher Made ____
Pupil Made ____
Commercial ____
Manipulative ____
Req. Verbal Resp. ____
Req. Physical Resp. ____
Other ____

General Comments/Summary

A. Structure and Placement: Is the curriculum specified, sequenced and organized and are there provisions for matching pupils' skills with appropriate content?

B. Instructional Events: Does the classroom management permit the learning process to occur and does the teacher focus on an accurate presentation?

C. Opportunity: Does the time allotted and the curriculum used give the student the opportunity to learn the skills sampled?

D. Motivation: Do the classroom materials and personnel encourage the learner to engage in the learning activities?

PSIP
4.20

FOCUS FOR PULSE VISIT CLASSROOM OBSERVATIONS

STRUCTURE AND PLACEMENT

1. Is it clear to you and to the students what the objectives at hand are?

2. Does the teacher's apparent objective match his/her presentation, worksheets, homework, quizzes (if any), etc?

3. Does the teacher seem to pace the presentation in response to feedback from the majority of the class? Or, if instruction is individualized, is it self-paced?

4. Is there any evidence that the teacher is monitoring student performance to assess mastery?

5. Is there evidence of any provisions for assessing and matching individual needs? Are there opportunities for the student needing extra help or the student who reaches mastery ahead of the rest?

INSTRUCTIONAL EVENTS

1. Do the students seem to know what behaviors are acceptable? (Is the teacher able to maintain the atmosphere he/she desires without undue attention to behavior?)

2. Are the teacher's explanations clear?

3. Does the teacher focus the learning process on cognitive outcomes?

4. Does the teacher have command of the content?

5. What proportion of teacher time is spent in:

    a. classroom management -- discipline matters, directions on cleaning up after or getting ready for instruction, etc.?

    b. instructional management -- finding right page, directing use of material, assigning activities, etc.?

    c. instruction -- direct teaching of a lesson, introducing/expanding on a concept or skill, etc.?

OPPORTUNITY

1. What proportion of the observation period are students actively attending to instruction?

    a. Teacher directed

    b. Independent assignments

2. What reading/math materials are being used?

3. Were any students obviously not attending to instruction? (estimate proportion if possible)

   Observable ATTENDING behaviors:

   a. Focuses visually upon teacher (Negative instances: gazing out window; staring at ceiling; looking around at other students, etc.)

   b. Listens to teacher talk and indicates reception of information (Negative instances: doesn't follow directions; doesn't have right page; is using wrong material, etc.)

   c. Demonstrates physical behaviors characteristic of attending (Negative instances: fidgets in seat; slides down in seat; jiggles desk; nudges other students, etc.)

   d. Student maintains assigned activity throughout assigned working period.

   e. Student moves through sequence of assigned activities without interruption.

   f. Student completes assigned activities within time period allotted.

MOTIVATION

1. Do the math/reading materials seem to be attractive to the students?
2. Does the teacher provide clear and timely feedback?
3. Are most of the teacher's evaluative comments positive/praising as opposed to negative/criticizing?
4. Does the teacher seem enthusiastic?
5. Does the school have a library? Are the materials appropriate? Are there math interest books?
6. Are there displays related to math/reading?

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 5 NEEDS ASSESSMENT -- AWARENESS

PURPOSE: To acquaint the LAT with PSIP roles and activities, particularly in Needs Assessment; to assist the LAT in the writing of a General Statement of Needs and to collect feedback data for the linker.

OBJECTIVES:

To review the major PSIP activities: Needs Assessment, Knowledge Consolidation, Selection, and Implementation.

To clarify the steps in Needs Assessment, especially those in student needs assessment.

To increase the LAT members' skills in group process and decision making.

To present data relevant to needs.

To write a group Statement of General Needs.

To collect data for feedback to the linker.

EXPECTED OUTCOMES: A group statement identifying the area(s) of needs, who might be affected, and the goals for improvement.

TIME: This module can be completed in one day. The LAT may need more time after the session to complete their General Needs Statement.

MATERIALS:

Transparencies: 5T5 - 5T8; 5T/H9; 5T10; 5T/H11 - 5T/H13; 5T14

Handouts: Agenda; 5H1 - 5H4; 5T/H9; 5T/H11 - 5T/H13; 5H15

Paper and pencils

Overhead projector and screen

Cards for assigning RUPS trios (optional; examples are attached)

A report of the achievement, observation and interview data gathered during the pulse session (Module 4). NOTE: Because the observation

MATERIALS: (cont'd.)

and interview data in the pulse report may be of a sensitive nature, it is recommended that these data be presented orally.

Printed summaries of EQA and/or achievement test data should be distributed for discussion.

List of names of the LAT members and SAT members (optional).

MODULE 5 NEEDS ASSESSMENT -- AWARENESS

ACTIVITIES:

1. Introduction (5 minutes)

Rationale. Members of the SAT and LAT should be introduced to one another.

Materials	Strategy
Agenda	Introduce the SAT members or have SAT members introduce themselves and identify their agency and their major area of work; utilize first names from the start. Distribute and review the agenda.

2. Overview of Program

A. Summary of PSIP Activity (15 minutes)

Rationale. Members of the LAT should be reminded of the purpose of PSIP and should be given clarification on the major PSIP activities and on the role of the SAT and LAT members.

Materials	Strategy
	1. What is PSIP? A school improvement program that is a cooperative venture between school personnel and agency resource personnel to improve student achievement or teacher effectiveness in the area of need. Planned, extends over a considerable period of time, not a quick bag of tricks for immediate application. LOCAL ACTION TEAM (LAT) -Define -- members of a school faculty; may involve community members, administrators, curriculum specialists, staff members from sender or feeder schools, etc. -Chief function -- decision making, planning, data gathering. SCHOOL ASSISTANCE TEAM (SAT) -Define -- linker, individuals from other educational agencies, persons with content area expertise. -Chief function -- provide structures and procedures, serve as resources to the LAT.

2. A. Summary of PSIP Activity (cont'd.)

Materials   Strategy

2. How PSIP can help.
PSIP's primary interest is assisting schools improve aspects of their educational program where a weakness has been identified or suspected. Preparing new curricula is not always the answer. Many resources are available to schools when they are trying to address needs. The difficulty, however, often lies in creating awareness and matching a school's needs with an appropriate resource; it is in this area where PSIP can be of greatest assistance.

5T5,
Major PSIP
Phases

3. While describing the sequence of events in the PSIP procedure, make references to the various sources of help and possible roles, and emphasize LAT as decision makers.

General Sequence of Events

a. Orientation - (Major Task) Review Pulse Data (Product) A general needs statement.

b. Assessing Student Needs - (Major Task) Determine specific skills in which particular students need improvement - (Product) Prioritized statement of specific student needs.

c. Assessing Program Needs - (Major Task) Determine specific aspects of the program that can be improved - (Product) Prioritized statement of program areas to be strengthened.

d. Knowledge Consolidation - (Major Task) Strictly a SAT activity that identifies products and knowledge useful to LAT - (Product) Descriptions, evaluations, and sources for LAT.

e. Selection - (Major Task) Establish and apply criteria to possible interventions - (Product) Selection of an outcome or intervention.

f. Implementation - (Major Task) Plan, implement, and evaluate intervention - (Product) Hopefully, improved student performance in identified area.

2. Overview of Program (cont'd.)

B. Review of Needs Assessment (15 minutes)

Rationale. The LAT needs to have a clear picture of the needs assessment activities in which they are about to engage.

Materials	Strategy
	1. Explain that the Needs Assessment Step is to focus on an important area for improvement, not to tackle the improvement of every aspect. -Need to focus efforts and resources -Selection of a topic/grade level -Narrowing the focus of effort to the most important, most critical, or the area of greatest need.
5T6, Overview PSIP Activities	2. Review the planned sequence for this process. a. Overview of the four major steps in Needs Assessment
5T7, Overview of LAT Needs Assessment Activities	b. Assessing Student Needs Goals -- what is most important for our students? - Current student performance levels on these tasks -Review any existing gaps between desired and actual and prioritize the need. Perhaps use weight-watchers analogy. How much should a person like me weigh? (Desired); How much do I presently weigh? (Current); Discrepancy is amount you need to gain or lose.
5T8, Foci of PSIP Needs Assessment Activities	c. Assessing Program Needs -What methods or processes and environmental factors play a role in student achievement? -What is the current status of these factors in our school? -Which of these areas can and should we work on for improvement?
	d. Defining Possible Outcomes -Summarizing and analyzing these results, with the intent of first suggesting alternative strategies and then prioritizing these and selecting the most promising.

2. Overview of Program (cont'd.)

C. Group Discussion (10 minutes)

Rationale. LAT should have a clear idea of the implications that these activities will have for its members. Also, it seems an appropriate time for the linker to explain his/her role and discuss the function of the LAT coordinator.

Materials | Strategy

Consider discussing the following concerns, whether or not they are raised by the group.

a. What do you want from me?
b. Where do I find the time?
c. Is someone going to be around to help me through this?
d. Just how long does all this take?
e. What's in it for me?

Note that the LAT coordinators and the school principal are the linker's main communication with the school. Emphasize that the LAT coordinator must be willing to communicate with other LAT members, poll members on their opinions, notify members (including any community or district administrators) of meetings, and be responsible for gathering or disseminating information.

If the group is hesitant to raise any questions, you may wish to reopen the discussion after Activity 3 or 4.

3. School Profile Report (30 minutes; 45 minutes if test data from the pulse session is reviewed)

Rationale. After spending a full day in the building, the local staff needs to receive feedback from the visitors. Though the purpose of the visitation was to educate the SAT, the local staff might think otherwise. The report should be general; it should not include any observation or interview data that might give rise to a controversy. It must include test data. It could also include data regarding (1) pupil-teacher ratio, (2) school organization, (3) student management, (4) testing program, (5) parent involvement. (6) general student achievement, (7) course of study, (8) availability of materials, (9) textbooks, (10) services available, (11) teacher testing practices, etc. The report may be organized in accordance with the Cooley-Lohnes model of classroom processes. If so, conduct an informal introduction to this model. (See Module 9 for information on the Cooley-Lohnes model.)

3. School Profile Report (cont'd.)

Materials	Strategy
	Assume the major role in presenting the feedback from the pulse visit. Tie the comments as much as possible to the general area of need which was the basis for becoming involved in PSIP.
Pulse Session Report	Ask other members of the SAT who are present and participated in the pulse visit to present part of the report.
	Give the LAT the opportunity to react to the impressions and observations presented in the report.
Test Data Summary	Present the standardized achievement test data or the EQA data. Refer to Appendix 5 for examples of how the data may be presented. Caution the staff that they should not draw too many conclusions on the basis of a one-day visit.

4. Individual Needs Statement

A. Review Guidelines for Writing a General Needs Statement (15 minutes)

Rationale. The three guidelines are operational criteria for writing a problem statement, and most teachers can apply them immediately. They are actually gross criteria inasmuch as each can be further differentiated by more sophisticated understanding of the dynamics of systems. This level of definition was arrived at as reasonable, given the average teacher's awareness and the short duration of this workshop.

Materials	Strategy
5H1, Three Guidelines for Writing a Needs Statement 5H2, Sample Needs Statement Paper and pencils	Allow 10 minutes for the LAT members to read 5H1 and 5H2. Then review the handouts. Justify the time being devoted to these on the basis of the importance of the statement in completing the various phases of the assessment process.

B. Writing Individual Needs Statements (30 minutes)

Rationale. Each individual LAT member should have time to write an independent needs statement.

Materials	Strategy
5T/H3, Three Guidelines Outline	Instruct LAT that they will use the handout format to write their individual needs statement. Ask each LAT member to reflect on the information presented in the

4. B. Writing Individual Needs Statements (cont'd.)

Materials	Strategy
	previous activities as well as his/her own knowledge of the school. Have each LAT member, on his/her own, write a statement of the school's needs. Each of the three questions should be answered. Review the general area of need that has been identified. Remind them that the statement should deal with this area. Tell them that the sample statement may help them formulate their statements.

5. Group Process Activities

A. Introduce Agenda for this Activity (5 minutes)

Rationale. This beginning activity allows the participants the opportunity to structure appropriate expectations.

Materials	Strategy
5T10, RUPS Definition	Introduce RUPS. Explain that the activity that follows is adapted from one of the activities in the Northwest Regional Laboratory's Research Utilizing Problem Solving Program.

- Explain the RUPS definition of "problem"--a discrepancy between the way things are and the way someone else wants them to be.

- Give the participants the objectives for the upcoming activity. You may want to use the transparency, 5T10.

a. Gives one outline for writing a needs statement.
b. Provides practice skills useful in group discussions both for use in trying to explain and in trying to understand.
c. Provides for you to get to know us.

Explain the purpose of the exercises that are to follow. They will be using their individually prepared needs statements in a series of exercises to improve their communication skills.

5. A. Introduce Agenda for Group Process Activities (cont'd.)

Materials	Strategy
Trio Assignment Cards (5.17)	This may be an appropriate time for a coffee break. During the coffee break, assign trio members, hand out trio assignment cards, if desired.
	NOTE ON ASSIGNING LETTERS AND ROLES IN RUPS:
5T/H11, Helper Guide	If the teachers are VERY insecure:
5T/H12, Helpee Guide	--Assign the letter B to SAT members and start the first round by having the HELPER observed (use 5T/H11).
	--In the second round have the HELPEE observed (use 5T/H12).
	If the teachers are not threatened:
	--Assign the letter A to SAT members and start the first round by having the HELPEE observed (use 5T/H12).
	--In the second round have the HELPER observed (use 5T/H11).

B. Paraphrase Exercise in Trios (10 minutes)

Rationale. Most people, including administrators, have not had explicit opportunities to learn active listening skills. It is assumed here that misunderstanding is the normal state of affairs. Field trials indicated that work on the skill of paraphrasing is essential for most groups that are evolving constructive norms of critiquing each other's products.

Materials	Strategy
5H3, Paraphrasing Instructions (5AH1, alternative in Appendix 5)	Assemble trios. Tell participants that before they work at helping each other improve their needs statements, they will try an exercise on listening skill called "paraphrasing." Review the paraphrasing instructions on 5H3 and check to be sure they are understood. Select one participant and together demonstrate paraphrasing briefly before the group.

5. B. Paraphrase Exercise in Trios (cont'd.)

Materials	Strategy
	Instruct the trios to follow the instructions on 5H3 for paraphrasing as they conduct a 5-minute discussion about the suggested guidelines for writing a needs statement. After 2 minutes of trio discussion time, interrupt to remind them to be sure to follow the instructions for paraphrasing. Then let them continue the last 2 minutes of the exercise.

C. Conduct Trio Round Robin Exercise (47 minutes)

Rationale. This exercise begins to build an understanding of the value of working on a process; viz., interpersonal effectiveness, while working on a task; e.g., critiquing a needs statement.

Materials	Strategy
5H4, Round Robin Activities 5T/H11, Helper Guide or 5T/H12, Helpee Guide	Explain that individuals will now take turns in their trios helping each other to clarify and to improve their needs statements. Handout 5H4. One will be a helper. One will be a helpee. One will be an observer. The observer will have instructions about what to observe. (You will give him/her either 5TH11, 5T/H12, or 5T/H13.)
	Explain that you will interrupt the helper and helpee interaction after about 5 minutes to announce (using one transparency at a time--5T/H11, 5T/H12, 5T/H13) what the observers were watching for and to ask them to report their observations to their trio. The observer's report is then to be discussed for 5 minutes with the entire group.
5T/H12 or 5T/H11 5T/H13, Interaction Guide	Explain you will then interrupt again and ask each person in the trio to switch roles. Repeat the process and brief the new observers about what they are to observe; have the helper and helpee interact; then, interrupt for the observer report; next, have all three discuss and switch aroung again for the third complete round. Be certain to give observers time to read their instructions and the others time to assume their new roles.

5. Group Process Activities (cont'd.)

D. Conclude Exercise (2 minutes)

Rationale. Prepare participants for applying the skills used in the simulation to their own school situation.

Materials	Strategy
	Remind LAT members that they will soon be writing a general needs statement in a group process. The preceding exercises have, hopefully, helped them refresh discussion skills they will be using in that process.

LUNCH

6. General Needs Statement

A. Describing the Task of Writing a General Needs Statement (5 minutes)

Rationale. The LAT needs directions for the next step--writing a group general needs statement.

Materials	Strategy
	Reassemble the group and tell them that the next task is to utilize the individual statement to write a group general needs statement. Tell them their preliminary statement will be modified later on, but we need to focus our initial efforts in particular areas. The procedure to be used will be similar to the round robin technique used in the simulation.

B. Writing a General Needs Statement (55 minutes)

Rationale. Individual statements should be incorporated with a group statement of general needs.

Materials	Strategy
Paper and pencil 5T/H9	Divide the group into sets of about three people. In each set of three, ask them to volunteer (or assign) roles of helper, helpee and one or more observer. Using the helpee's individual statement,

6. B. Writing a General Needs Statement (cont'd.)

Materials	Strategy
	the helper and helpee are to compose a single statement they agree upon. Then the observer's statement is considered, and a statement all three can agree on is constructed.
	When each trio has written and agreed upon a single statement, have one member of each trio read the trio's statement. Have the entire group discuss similarities and differences in the trios' statements. You may want to list these on newsprint or a blackboard. Lead the group to discuss differences and prioritize various need areas so that one general needs statement, which can be agreed to, can be written.
	Prepare the statement. If time runs out before the statement is written, make arrangements if possible to have the group general needs statement completed before the next meeting.

7. Discussion of Next Activity (30 minutes maximum)

Rationale. There is a need to prepare the group for the next activity by reviewing its purpose and showing the group a sample student needs chart.

Materials	Strategy
5T14, Student Needs Assessment Chart	Review for the group three steps in student needs assessment--setting goals; reviewing current performance; and looking at discrepancies. At the next meeting, the activity will focus on setting goals or desired standards. Give the group a simple definition of the columns in the Student Needs Assessment Chart.
	--Areas of student performance. Give examples of major components of programs that are of concern to the school (computation in mathematics; literal comprehension in reading, etc.)
	--Student Behaviors--groups of skills within the area of concern to the school

7. Discussion of Next Activity (cont'd.)

Materials	Strategy
	--Measures of Student Behaviors--achievement or diagnostic test or other evaluation instruments that are used by the school to assess that student behavior.
	--Standards and Description of Student Population. The description should relate to the school's population and the standard should be realistic for that population.
	Set a tentative date for the next meeting. In the interim, consider who might be invited to attend. At that meeting, the desired standards column of the Student Needs Assessment Chart will be completed.
	When the general needs statement has been written, submit copies of it to the rest of the staff for comment. This responsibility should be assigned to the LAT coordinator or principal.
5H15, PSIP Evaluation Form 1, Participant Evaluation of Introduction to Needs Assessment.	Distribute an evaluation form to each participant and instruct them to complete the form and return it to you.

FOLLOW-UP: Set date for the next meeting and ensure that arrangements for the meeting are made. Identify other possible meeting participants (community members, district subject specialists, etc.) and see that they are invited. Duplicate copies of the general needs statement and see that they are distributed.

Once the LAT has identified an area for general need, such as reading or mathematics, work with the principal and LAT coordinator to become acquainted with district and/or school goals, outline of content, basal text scope and sequence, and major supplements used in the teaching of that program. Also obtain standardized test schedules or diagnostic test schedules and recent data. Ensure that during Module 6, each LAT/SAT member has a copy of the curriculum guide or scope and sequence chart and tests used by the school.

ALTERNATIVE STRATEGIES:

1. You may wish to use the simulation in Appendix 5, handout A5H1 instead of the group's individual needs statements as the subject of the RUPS paraphrasing round robin exercise.

2. You may want to show one or both of the films listed below, and have it or them serve as the basis of the round robin RUPS discussion. The films are part of a program entitled The Heart of Teaching, which is designed specifically to help teachers improve their listening skills and to foster problem-sharing and problem-solving discussions and processes. The films are:

   An Eye for Change (professional Growth)

   A Faculty Feeling (Loneliness)

   The films are available from:

   Agency for Instructional Television
   Box A
   Bloomington, IN 47401

Agenda

Module 5 Needs Assessment -- Awareness

I. Introduction

II. Overview of Program

A. Program Summary

A brief overview of the objectives and activities of the PSIP program will be presented.

B. Review of the Needs Assessment Activities

The Needs Assessment activities of the Local Action Team (LAT) will be described.

C. Group Discussion

Questions, concerns, and issues raised by the Local Action Team will be discussed.

III. School Profile Report

The School Assistance Team (SAT) will review observation, interview and test data gathered on the school visitation "Pulse Session" conducted previously.

IV. Individual Needs Statements

A. Review Guidelines for Writing a General Needs Statement

Three operational criteria for writing a specific needs statement will be presented and discussed, along with a sample needs statement.

B. Writing Individual Needs Statements

Individual Local Action Team (LAT) members will write their individual general needs statements.

V. Group Process Activities

The Local Action Team will be asked to participate in group process exercises that will improve their communication skills and help them in preparing a general needs statement.

VI. General Needs Statement

A. Description of the task

The task will be defined as an effort to write a group general needs statement that is based on the individual needs statement produced earlier.

B. Preparing a General Needs Statement

The Local Action Team (LAT) will be asked to prepare a written statement on general needs.

VII. Discussion of Next Activity

Defining desired student goals will be discussed and a sample Student Needs Assessment Chart will be shown. Then a date for the next meeting will be determined. Finally, the day's activities will be summarized.

RUPS TRIO ASSIGNMENT CARDS (optional)

A_1	B_1	C_1
A_2	B_2	C_2
A_3	B_3	C_3
A_4	B_4	C_4
Constant Observer of 1's	Constant Observer of 2's	Constant Observer of 3's

THREE GUIDELINES FOR WRITING A NEEDS STATEMENT

What would you say if I told you that there was a communication problem among our faculty, and I asked you for some suggestions to help remedy the situation? I am sure that before responding, you would probably ask a few questions such as, what is it that is not being communicated? Who feels the need for such communication? Who would need to communicate what to whom in order to improve the situation? In effect, you would be asking me to provide you with a specific statement of need.

Statements of need are often referred to as problem statements. But problem is a word which has negative connotations for most people. For our purposes, a problem situation is defined as one where there is a difference between the way things are and the way someone would like them to be. This definition is useful because it can be applied not only to situations which we feel negative about, but also to situations that might not be thought of as negative. Since there are always improvement goals that we in education would like to be working on, it follows then that there are many "problems" in education, but all of them not necessarily negative.

One of the greatest barriers to working constructively toward achieving improvement goals is lack of specificity in stating the need or problem. Compare the following two statements:

> "We have a communication problem among our faculty."
>
> "We use team teaching in our building. Virtually all of us involved in teams are concerned that we haven't given adequate attention to creating ways to share innovative ideas across teams. We need ways of sharing that don't take up the time of those to whom a particular idea is not relevant, but which share enough detail so that those who are interested will know how to try it out in their own setting."

The latter is a good statement because it answers the three questions that are suggested below as guidelines for writing a good needs statement.

1. Who is affected? Members of the teaching teams are affected. "Virtually all of us involved in teams are concerned..."

2. What kind of a need is it? What is lacking is an adequate means for doing something. "We need ways of sharing..."

3. What is the goal for improvement? How will things look when the goal has been achieved? In this case, the goal is not simply increased communications. The goal is creation of "... ways of sharing that don't take up time of those to whom a particular

Three Guidelines for Writing A Needs Statement (cont'd.)

idea is not relevant, but which share enough detail so that those who are interested will know how to try it out in their own setting."

The most important ingredient in a good needs statement is the last item, a specific goal for improvement. But this is not always easy to formulate. For instance, your situation may be complex, contain any number of major and minor goals and take many pages to describe. Nevertheless, you must keep in mind that describing the situation is not the same as writing a needs statement. A needs statement must answer the three guideline questions and focus on only one improvement goal within the situation.

Also, new understandings of your situation may require changing your goal statement often. Your early ideas about the kind of situation it is or what the improvement goal should be may prove erroneous in light of subsequent events. In short, the needs statement should be as specific as possible but always open to change in light of new understanding. Following are some considerations that can help you be specific in formulating your needs statement.

1. Who is affected? Consider these possibilities before deciding what you want to say about this. Is it you? Is it one other person? Is it a small group of people? Is it an organization? Is it the community or society at large?

2. What kind of a need is it? There are many ways to classify kinds of problems. The following considerations may prove helpful:

   - There is lack of clarity or disagreement about goals.
   - There is lack of clarity or disagreement about the means of achieving goals.
   - There is a lack of skill needed to carry out a particular means.
   - There is a lack of material resources.
   - There is too little, too much, or inaccurate communication.
   - People have different understanding of the same thing.
   - There is insufficient time or schedules don't coincide.
   - Roles are lacking or inappropriate.
   - Norms are restrictive, unclear or misinterpreted.
   - There is conflict of ideology.
   - There is a lack of clarity or a conflict about decision making, e.g., power struggles.
   - Expression of feelings is inappropriate or inadequate.
   - There is conflict related to individual differences.

3. What is the goal for improvement? This should be stated so that anyone reading your statement would know how to determine when the goal had been reached. It would tell exactly who would be doing what, where, how and to what extent.

SAMPLE GENERAL NEEDS STATEMENT

Who is affected?

EQA data indicated that our fifth grade students were not doing as well as might be expected in reading. Our district's standardized test results show that students appear to test on-grade level for grades K-3. However, fourth-sixth grades seem to fall behind expectation.

What kind of a need is it?

Our Stanford Achievement tests indicate that while our students seem to be at or near grade level in vocabulary and decoding skills, many students do poorly on the paragraph meaning section of the test. Our classroom experience also indicates a need to improve intermediate students' reading comprehension skills.

We also feel that our students' interest in school could be improved. Perhaps interest in school and reading comprehension skills both need attention.

What are the goals for improvement?

To maintain the reading achievement for students in grades 1-3.
To improve student achievement in reading in grades 4-5.
To increase all students' overall interest in school.

INSTRUCTIONS FOR PARAPHRASING EXERCISE

Your trio is to have a 5-minute discussion about the three guidelines for writing a needs statement. During the discussion, follow the special instructions below:

1. Before you speak, paraphrase what was said by the person who just spoke.
2. After paraphrasing the previous statement, you must secure the speaker's confirmation that your paraphrase reflected a correct understanding of what he or she said.
3. If the person says that your paraphrase was not correct, try again until you get an okay. You may ask the person to repeat the statement and then try again to paraphrase it.
4. Only when you are told by the previous speaker that you have paraphrased correctly can you make your statement.
5. The next person who wishes to speak must paraphrase you correctly and receive your okay before he or she can make a statement.

Paraphrasing is stating in your own way what a speaker's remark conveys to you so that the speaker can begin to determine whether his or her message is coming through as intended. Rewording what you heard is not enough. Instead, your paraphrase should be an extension of the speaker's statement. This may be done by making a general statement more specific, a specific one more general or giving an example it suggests to you. Even if your paraphrase turns out to be quite different from what was intended, you may gain important additional information when the speaker clarifies his or her own understanding.

This exercise dramatizes how we typically lose track of what the other person is saying as our own thoughts move ahead. It indicates the extent of our failure to work at understanding others. This exercise also shows that trying to paraphrase every statement is impractical. The most useful approach is to be continuously concerned about how accurately you are understanding and to use paraphrasing when you have reason to doubt.

INSTRUCTIONS FOR TRIO ROUND ROBIN EXERCISE

The Task: Help each other clarify and improve your needs statements.

The Procedure: Round Robin of three rounds.

1. In each round

   One person will ask for help to clarify and improve his or her statement. That person is the HELPEE.

   One person will assist the helpee improve the statement. That person is the HELPER.

   One person will watch the interaction between the helper and the helpee. That person is the OBSERVER.

2. In each round, you will be interrupted twice.

   Time will be called after 6 to 7 minutes. You will be told what the observer was looking for. The observer will give a report and all three members will have a chance to discuss it.

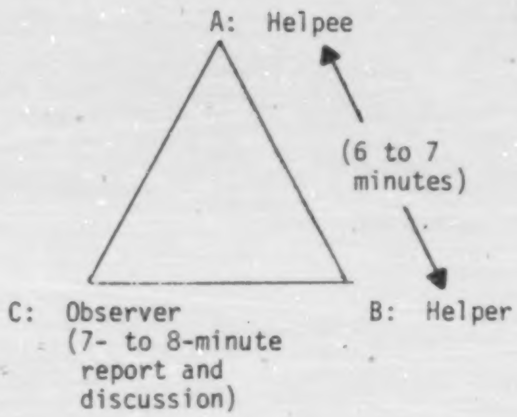
   Time will be called again 7 to 8 minutes later. At this time the roles of helper, helpee and observer will be taken by different persons in the trio and the above procedure will be repeated. The procedure will be repeated a third time to complete the round robin. Each of you will have had a turn in each role of helper, helpee and observer.

Observer Guidelines

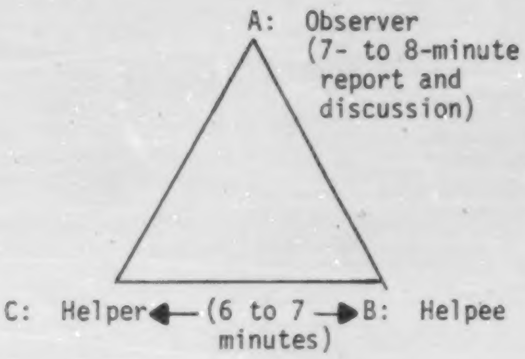
1. Be as much like a candid camera as possible.
2. Make notes of exactly what is said and done that illustrates the things you are observing for.
3. Don't evaluate in giving your report with comments such as, "It was good when..."
4. Don't interpret why things happened or what they might have meant with comments such as, "You confused him when...," or , "The reason you said that was..." or, "You got mad when..." It is up to those observed to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot."

The program diagramed:

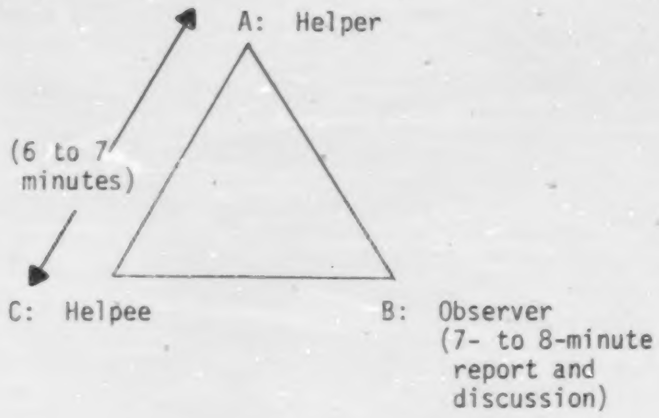
ROUND I: 15 Minutes


A: Helpee
(6 to 7
minutes)
C: Observer
(7- to 8-minute
report and
discussion)
B: Helper

ROUND II: 15 Minutes

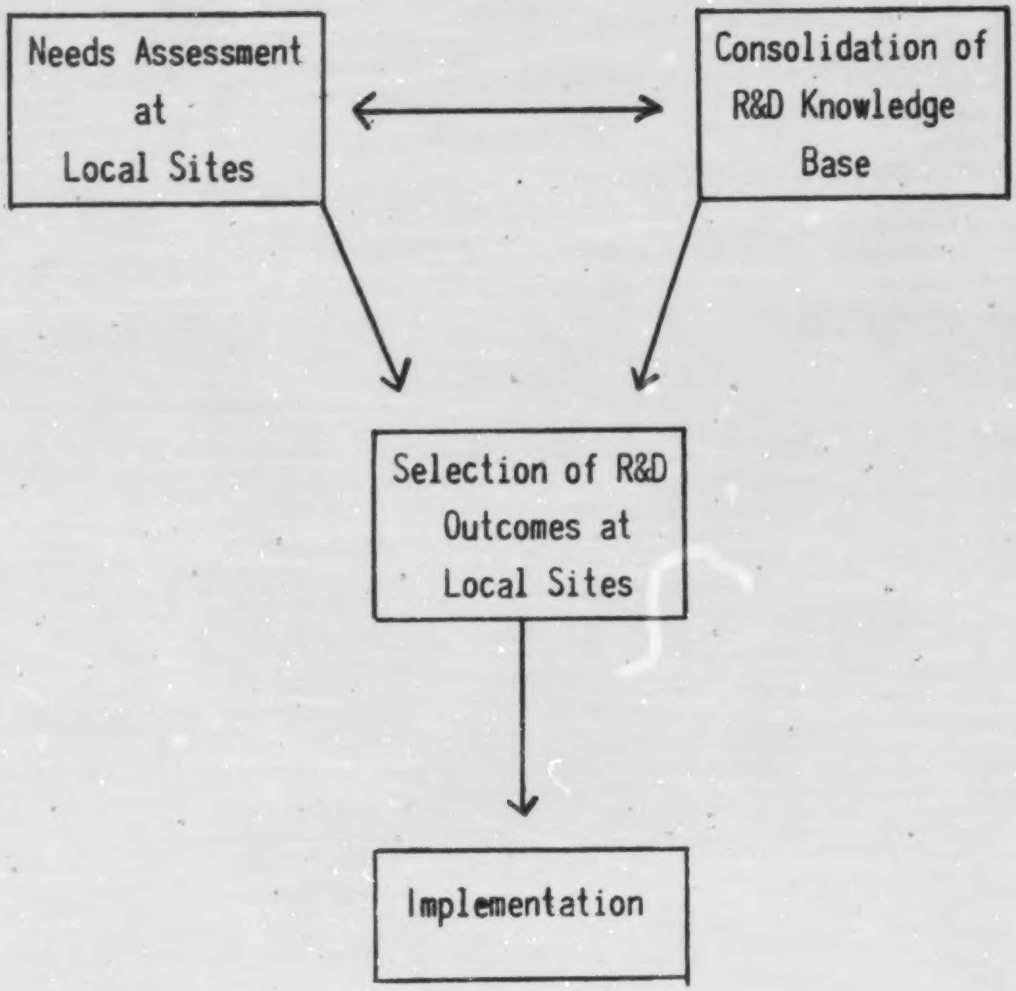

A: Observer
(7- to 8-minute
report and
discussion)
C: Helper
(6 to 7
minutes)
B: Helpee

ROUND III: 15 Minutes


A: Helper
(6 to 7
minutes)
C: Helpee
B: Observer
(7- to 8-minute
report and
discussion)

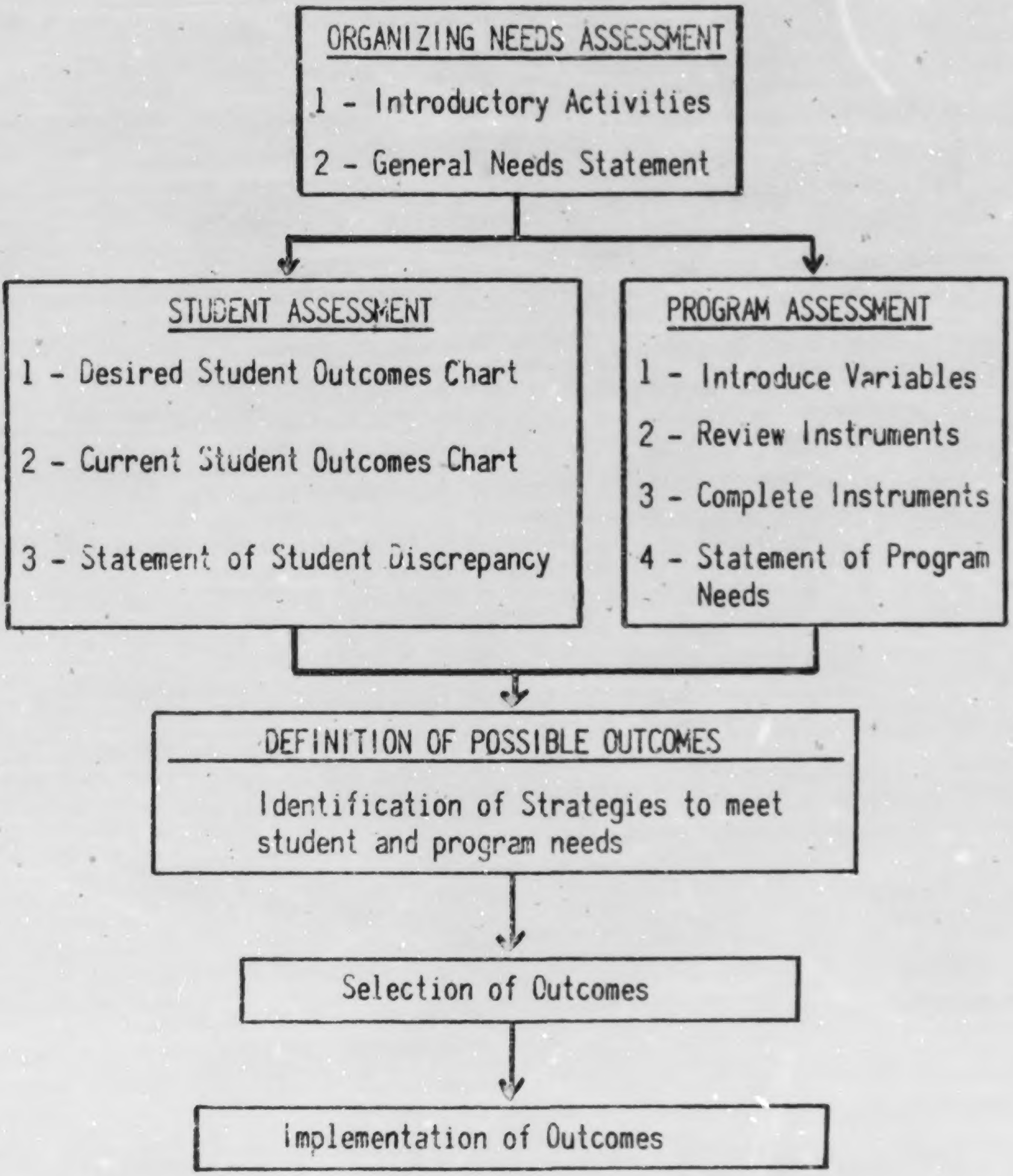
The trainer will call time after each step.

MAJOR PSIP PHASES


Needs Assessment at Local Sites
Consolidation of R&D Knowledge Base
Selection of R&D Outcomes at Local Sites
Implementation

516

P.S.I.P ACTIVITIES

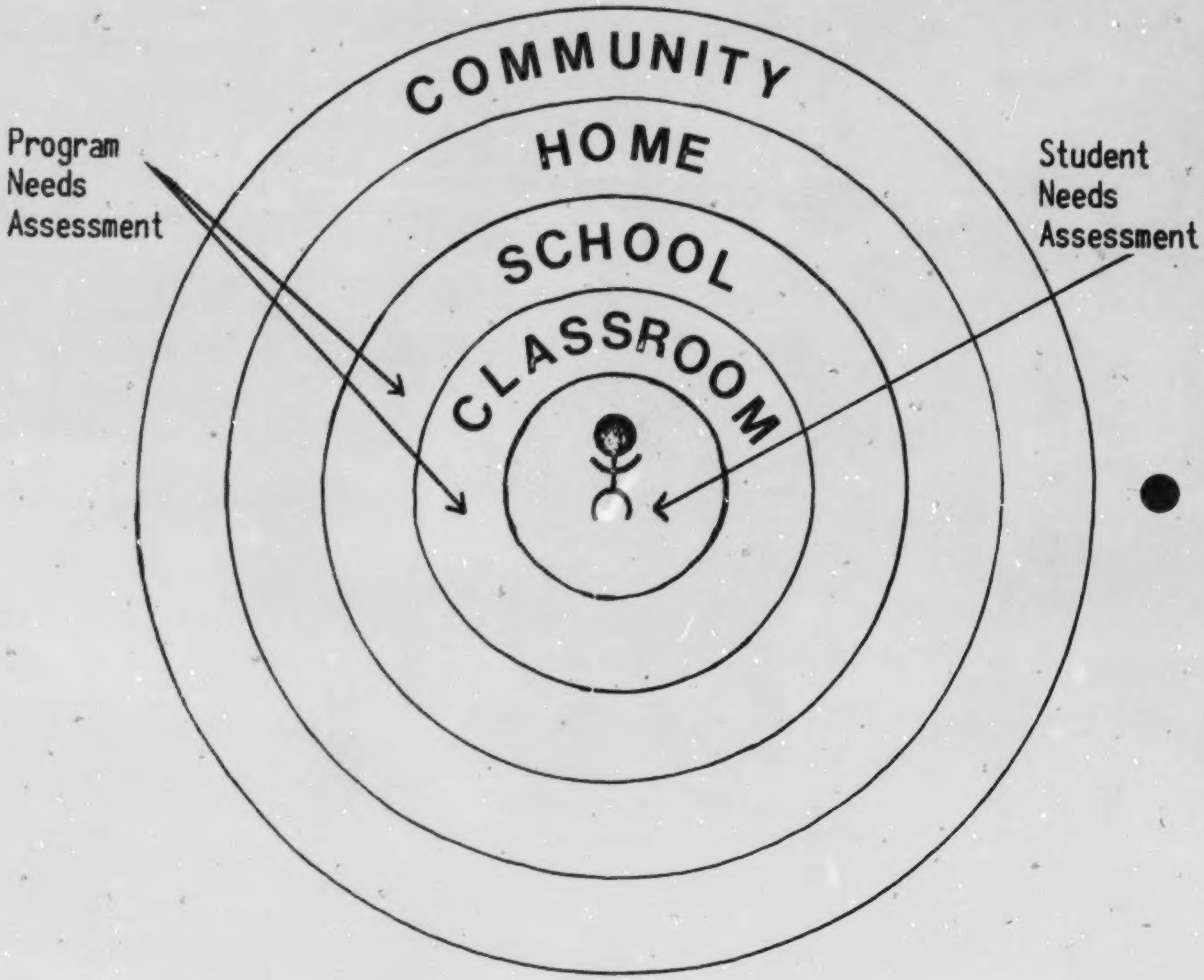

ORGANIZING NEEDS ASSESSMENT
1 - Introductory Activities
2 - General Needs Statement
STUDENT ASSESSMENT
1 - Desired Student Outcomes Chart
2 - Current Student Outcomes Chart
3 - Statement of Student Discrepancy
PROGRAM ASSESSMENT
1 - Introduce Variables
2 - Review Instruments
3 - Complete Instruments
4 - Statement of Program Needs
DEFINITION OF POSSIBLE OUTCOMES
Identification of Strategies to meet student and program needs
Selection of Outcomes
Implementation of Outcomes

PENNSYLVANIA SCHOOL . OVEMENT PROGRAM

Overview of LAT Needs Assessment Activities

PHASES	ACTIVITIES	PRODUCT
Organizing the Needs Assessment	Organization and Orientation	
	Defining a General Need Area	Statement of General Needs
Assessing Student Needs	Estimating Desired Student Goals	
	Assessing Current Student Performance	
	Describing Student Needs	Detailed Statement of Student Needs
Assessing Program Needs	Environmental Influences on Student Performance	
	Review of Classroom and School Process Variables	
	Definition of Program Needs	Statement of Program Needs
Summarizing Needs Assessment	Summarize and Prioritize Student and Program Data	Summary Needs Statement
	Describe Possible Outcomes	

FOCI OF PSIP NEEDS ASSESSMENT ACTIVITIES


COMMUNITY
HOME
SCHOOL
CLASSROOM
Program Needs Assessment
Student Needs Assessment

THREE GUIDELINES FOR WRITING A GENERAL NEEDS STATEMENT

Who is affected?

What kind of a need is it?

What is the goal for improvement?

RUPS -- A process for utilizing research to solve problems

Research Utilizing Problem Solving

What is a "problem?"

A problem is a discrepancy between the way things are now and the way you or someone else wants them to be.

RUPS provides an

- outline for writing your needs statement
- opportunity to practice skills of listening and explaining that are useful in group discussions
- opportunity for the LAT to get acquainted with the SAT

GUIDE FOR OBSERVING HELPER COMMUNICATION SKILLS

Observe only the helper. You will be asked to report what you see the helper doing and saying concerning the following questions. Take notes so that you can be as specific as possible in accordance with the general guidelines suggested at the bottom of handout 5H3.

1. Is she listening?
2. What verbal, as well as nonverbal, clues do you observe?
3. Is she asking the helpee to give illustrations?
4. Is she asking the helpee to clarify?
5. Is she paraphrasing to check if he understands the helpee's meaning?
6. In what ways is she showing that she understands?

GUIDE FOR OBSERVING HELPEE COMMUNICATION SKILLS

Observe only the helpee. You will be asked to report what you see him doing and saying concerning the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested at the bottom of handout 5H3.

1. Does he appear to be working at being clear?

2. What verbal, as well as nonverbal, clues do you observe?

3. Is he giving illustrations?

4. Is he using words and terms that seem to be understood?

5. Is he being direct and to the point?

6. Is he paraphrasing to be sure he understands the helper's meaning?

7. Is he asking the helper what he is hearing?

GUIDE FOR OBSERVING THE INTERACTION OF COMMUNICATION SKILLS

Observe the interaction between the helper and the helpee. You will be asked to report what you see them doing and saying about the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested at the bottom of handout 5H3.

1. Are they checking periodically to be sure they are clarifying the needs statement as they were asked?

2. Are they following each other rather than switching the subject and jumping around to ideas in unconnected ways?

3. Are they paraphrasing to be sure they understand each other's meaning?

STUDENT NEEDS ASSESSMENT CHART

CONTENT AREA AND STUDENT BEHAVIORS	MEASURES OF STUDENT BEHAVIORS	DESIRED STANDARD FOR STUDENT SUCCESS	CURRENT STANDARD OF STUDENT SUCCESS	DISCREPANCY

PSIP
5H15

PSIP Evaluation Form 1

Participant Evaluation of Introduction to Needs Assessment

School ____________________ Date ____________________

As part of the Local Action Team (LAT) from your district, you recently participated in a Needs Assessment Workshop. The purpose of this evaluation form is to have you react to the day's activities conducted by the School Assistance Team (SAT). Please complete the attached evaluation form and mail it in the stamped envelope provided by the linker. It should be mailed within five days.

Directions: Please rate the activity below in terms of its importance and usefulness to you.

	Important				Useful			
	1 Not at All	2 A Little	3 Some-what	4 Very	1 Not at All	2 A Little	3 Some-what	4 Very
1. Overview of the PSIP objectives and activities.	___	___	___	___	___	___	___	___
2. Description of Needs Assessment activities relating to the Local Action Team's responsibilities.	___	___	___	___	___	___	___	___
3. Presentation of the school profile, "Pulse Session," and observations of the School Assistance Team's school visit.	___	___	___	___	___	___	___	___
4. Presentation of the existing testing data and EQA results.	___	___	___	___	___	___	___	___
5. Group activities in paraphrasing and use of guidelines for a general needs statement.	___	___	___	___	___	___	___	___
6. Development of a general needs statement for your school.	___	___	___	___	___	___	___	___

PSIP
5H15

PSIP Evaluation Form 1 (cont'd.)

Directions: The questions below will provide PSIP staff with your recommendations on how the Needs Assessment Phase can be improved to better meet the needs of a school LAT.

7. In planning for another district a workshop similar to the one you attended, how would you change the format?

8. What activities do you feel should have been emphasized?

9. How could the two teams, School Assistance Team (SAT) and Local Action Team (LAT), have better worked together to develop a written statement of general needs during the first Needs Assessment Session?

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 6 NEEDS ASSESSMENT -- DESIRED STUDENT STANDARDS

PURPOSE: To determine the school's goals in terms of student performance in those broad areas (reading, language arts, math, affective) identified in the General Needs Statement.

OBJECTIVES:

To review the phases in Needs Assessment to show the relationship of Module 6 with the other modules.

To analyze the General Needs Statement.

To identify Content Areas of Student Performance and accompanying behaviors which are of concern.

To identify measures which assess these student behaviors.

To identify Desired Standards of Performance for identified student populations.

EXPECTED OUTCOMES: A chart specifying desired standards for specific groups of students on measures identified for specific skills.

TIME: This module can be completed in one full-day session. The LAT may need additional time in order to complete the Desired Standard column of the Student Needs Assessment Chart. See the notes under the Follow-Up heading.

MATERIALS:

Transparencies: 5T6, 5T8, 5T/H9, 5T14, 6T3R/M, 6T4R/M, 6T5R/M, 6T6

Handouts: Agenda; School's General Needs Statement; 6H1, Sample Student Needs Assessment Chart; 6H2, blank Student Needs Assessment Charts; A6H1R and A6H2R/M (optional). NOTE: Handout 6H1 is not provided for this module. You will need to create this Sample Needs Assessment Chart especially for this module. The handout should contain one or two examples for math or reading using data collected for

MATERIALS: (cont'd.)

the school. Pattern the handout after the sample chart in Appendix 6 (Handout A6H1R). You will also need to read the alternative procedures in Appendices 7 and 8 for the rationale used to prepare the sample chart. Make sure that your data is presented in an appropriate format for the school; i.e. one that the school can adopt for its own use. The appendix also contains a list of content areas and student behaviors for which data might be presented. If you do not wish to make the special handout, the module can be conducted using the sample chart in Appendix 6. See Alternative Strategies.

Overhead projector, blank transparencies, and transparency marking pens

District or text curriculum guides, standardized and basal tests, student IQ scores (optional)

Chalkboard or Newsprint

MODULE 6 NEEDS ASSESSMENT -- DESIRED STUDENT STANDARDS

ACTIVITIES:

1. Review Agenda (5 minutes)

Rationale. There is a need to organize the day's activities including lunch plans.

Materials	Strategy
Agenda	Briefly review information listed on the Agenda and entertain any LAT questions or concerns.

2. Review Phases of Needs Assessment (20 minutes)

Rationale. The LAT must understand the relationship between Needs Assessment and the other phases of PSIP and the relationship between the modules in Needs Assessment.

Materials	Strategy
5T6, PSIP Activities	Review the activities of the last meeting and the phases of PSIP: Student Needs Assessment, Program Needs Assessment, Definition of Possible Outcomes, Selection of Outcomes, and Implementation of Outcomes. Point out that Student Needs Assessment and Program Needs Assessment could be concurrent activities if time is needed to administer tests in order to collect current student data.
5T8, Foci of Needs Assessment Activities.	To show the relationship between the Needs Assessment Activities, discuss the progression of the activities from the student (Student Needs Assessment) to the classroom and school (Program Assessment). Note that the school has the option to analyze home and community variables.

3. Review of General Needs Statement (15 minutes)

Rationale. By analyzing their General Needs Statement on the basis of the three guideline questions, the SAT can be certain they understand all the school's needs and the LAT can be certain they all agree on the needs.

Materials	Strategy
5T/H9, 3 guidelines for writing a General Needs Statement	Distribute copies of the school's most recent General Needs Statement, if necessary. After the LAT has had the opportunity to read over their statement, ask them if there are any changes, additions or deletions they may wish to make. Once

3. Review of General Needs Statement (cont'd.)

Materials	Strategy
Copies of school's completed General Needs Statement	consensus on the content of the statement has been reached, review the three guideline questions by showing 5T/H9. Elicit from the LAT the answers to each question based on their General Needs Statement. Note these on the transparency.
Transparency and Marker	

4. Completing the Chart for Desired Standards for Student Success (4-5 hours)

A. Description of Student Needs Assessment Chart (40 minutes)

Rationale. It is necessary to understand the relationship between the Desired Standard column and the Current Standard column. It is also necessary to understand the meaning of each column heading on the chart. There is also a need to identify the levels of the charts and to assign charts to LAT members.

Materials	Strategy
5T14, Student Needs Assessment Chart	1. Review the three activities which comprise Student Needs Assessment. -Completing Desired Standard Column (show 5T10)- To complete this Desired Chart you will estimate achievement goals (point to 3rd column) on designated tests (point to 2nd column) for identified student populations (point to columns 3 and 4) in areas of academic or affective concern (point to the 1st column). -Completing Current Standard Column - To complete the Current Column, you assess current performance of the same identified student population in the same areas of academic or affective concern by analyzing student scores on the identified test measures. -Writing a Discrepancy Analysis- After a prioritized list of the behaviors in which there is a discrepancy between the desired and current standards is made, a description of these areas is written in the last column.

4. A. Description of Student Needs Assessment Chart (cont'd.)

Materials	Strategy
6H1, Specially Prepared Sample Student Needs Assessment Charts	2. Define each column heading on the chart and discuss an example from the chart. Point out that the examples were taken from the school's curriculum and testing programs. If you have not prepared a special chart, use handout A6H1R, Appendix 6, to illustrate.
6T3R/M, Content Areas and Student Behaviors	-Content Areas of Student Performance - Major topic areas of the program Reading (e.g., Word Recognition, Comprehension, Attitude). Math (e.g., Concepts, Computation, Applications). The Roman Numerals on the transparency indicate Content Areas. -Student Behaviors - Headings for groups of skills in an area. (Letters indicate Student Behaviors on the transparency.) Reading (e.g., Under Word Recognition - Phonic Analysis, Structural Analysis, Vocabulary Development) Math (e.g., Under Concepts - Whole Numbers, Fractions, Decimals). These student behaviors can be further broken down into smaller areas, if the LAT wishes a more detailed profile of their students' needs or just to specify which behaviors are being grouped together under the heading.
6T4R/M, Measures of Student Behaviors	-Measures of Student Behavior - Instruments which test one or more student behaviors. Measures may include EQA; standardized tests such as the Comprehensive Test of Basic Skills or SRA Assessment Survey; diagnostic tests such as the Stanford Diagnostic Reading Test or the Prescriptive Mathematics Inventory; mastery tests such as the Ginn Word Enrichment; Houghton-Mifflin Tests of Basic Reading Skills, or Prescriptive Mathematics Inventory Interim Evaluation Tests; Attitude Inventories such as the Dulin-Chester Reading Attitude Scale or the Minnesota Test Publishers Mathematics Inventory, or teacher-made tests. The LAT should be encouraged to try to identify measures for which current data is readily attainable from permanent records or test profiles. Current student performance is difficult to obtain on measures such as workbook pages or teacher worksheets.

4. A. Description of Student Needs Assessment Chart (cont'd.)

Materials	Strategy
6T5R/M, Desired Standards for Student Success	-Description of Student Population. A description of the student population should be written for each identified measure. The description is written across the last three columns, desired and current standards and discrepancy. If your charts are organized by achievement levels instead of students' actual grade levels, the groups can be described by the levels of the program (See 6T5R/M). However, if your charts are organized by student grade level, groups will need to be defined by grade level and month and by reading level or IQ. Then, different standards may be identified for different ability students or different achievement patterns (See 6T5R/M). -Desired Standards for Student Success - or Goals you wish a group of students to meet. Setting of goals varies according to the way test data is reported. Estimate the desired percentage or desired number of students in an identified group of students who you feel are capable of achieving a certain stanine, mastery score, grade equivalent score, or percentile rank. (See 6T5R/M for examples.) -Discrepancy. Difference between the Desired and Current columns. Have the LAT read the specially prepared sample chart and answer questions about it.
6T6, Factors to consider in determining the number of charts	3. Go over the factors on 6T6 and have the LAT answer each question. Then decide the levels for which charts will be completed. Ask for a volunteer or team of volunteers to complete each designated chart. Teaching at a particular grade level or adjacent grade level would be a major prerequisite for being assigned responsibility for a chart.

BREAK (5 minutes) LUNCH ORDERS CAN BE TAKEN AND CALLED IN IF LUNCH IS TO BE EATEN IN.

4. Completing the Chart for Desired Standards for Student Success (cont'd.)

B. Specifying Student Behaviors (2 hours)

Rationale. Those student behaviors suspected of needing improvement should be identified.

Materials	Strategy
A6H2R/M, Lists of Content Areas and Student Behaviors from Appendix 6 (optional)	1. If desired, use the lists from Appendix 6 to illustrate student behaviors. Solicit from the LAT additional examples of student behaviors in the discipline or disciplines represented.
6H2, Blank Student Needs Assessment Charts	2. Turning to the area of concern identified in the General Needs Statement, elicit from the members of the LAT examples of relevant student behaviors. Have LAT add behaviors to their Student Needs Assessment charts.
Curriculum Guides (optional) Blank Transparency	3. If desired, refer to the district's objectives for the discipline under investigation and/or the scope and sequence charts of the textbook series being used for guidance in determining the student behaviors to be considered for improvement. List on the blank transparency the objectives (behaviors) that need to be analyzed.
	4. Review the list in terms of the General Needs Statement. Have LAT add relevant behaviors.
	5. Add those objectives or behaviors that are considered important in achieving the goals of the Needs Statement and are not included in the district's objectives or in the text's scope and sequence; e.g., attitudes, study skills, etc.

C. Specifying Measures of Student Behaviors and Describing the Student Population (20 minutes)

Rationale. If one is to confirm a suspected area of weakness, it is important to have a valid measure of the behavior in question. Such a measure will also determine the extent of that weakness.

To effectively apply the measures and interpret the results, it is important to identify the population. The measures selected must be compatible with the population to be measured.

4. C. Specifying Measures of Student Behaviors and Describing the Student Population (cont'd.)

Materials		Strategy
Copies of all the administered standardized achievement and basal tests. Copies of other measures used for diagnosing and placement.	1.	Distribute to the LAT members completing charts for a specific level copies of the test that the school currently administers to that level. Review the form in which data is reported back on each test. (e.g., percentile, stanine, grade equivalent, mastery level). Inform the LAT that if test data on a certain behavior is not available, they have several alternatives from which to choose: they may delete the behavior from consideration, they may select and administer a test or worksheet on this behavior, or they may construct and administer a test on this behavior. Indicate any diagnostic tests you have brought from which they might select.
	2.	Remind the LAT that if tests from a text series are used to assess a behavior and not all students in the grade use this text, then an alternative measure must be listed for the other students.
Student IQ scores	3.	Also remind the LAT that if grade level charts are being completed, different standards should be set for different ability students. You may wish to use Appendix 6 handout A6H1R for examples of how to differentiate between groups by IQ, or reading level.
	4.	On the basis of how the available test data is reported or on alternate ways it may be reported, categorize the student population to be affected. Students can be categorized by grade level, grade equivalent scores, percentile rank, stanines, ability level, etc. It would not be productive to categorize the population in a way that is incompatible with the measures used.
6H1, Specially prepared Sample Student Needs Assessment Chart.	5.	Before the LAT breaks up to begin work on their individual charts you might identify a measure, a student population, and a desired standard for the first student behavior for one of their charts.

4. Completing the Chart for Desired Standards for Student Success (cont'd.)

D. Establishing Desired Standards of Success (2 hours)

Rationale. Schools and teachers generally establish goals and objectives for their students. It is assumed that these goals and objectives are attainable by the majority of the students and to varying degrees by the balance. If this is true, then it follows that these are expected and desired outcomes following instruction designed to achieve to those goals.

Materials	Strategy
	Distribute the blank charts to the members of the LAT.
Chalkboard or Newsprint 6H2, Blank Student Needs Assessment Charts	Using an outline of the chart on a chalkboard or flip chart, (1) enter one of the behaviors identified for analysis in the left-hand column, (2) write in the name of the measure to be used in assessing that behavior in the second column, (3) in the third column enter first the student group being considered and the outcomes desired for that group in relation to how achievement is reported after the administration of the measure. Refer to sample chart 6H1.
	Continue through the remaining behaviors selected in Activity 3.B. in the same way as above until the first three columns of the Student Needs Assessment Charts are completed. If time runs out before the columns are completed, make arrangements to complete the columns before the next module.

5. Discussion of the Next Activity (10 minutes)

Rationale. The day's accomplishments should be reviewed, and plans for the next meeting(s) need to be made.

Materials	Strategy
	1. If the first three columns of all charts are not completed, plans need to be made for their completion.
	2. Plans for collecting current student data should be made so that it is available at the next meeting. For each identified measure, computer printouts of test results by individuals and classes, individual student test profiles,

5. Discussion of the Next Activity (cont'd.)

Materials Strategy

. (cont'd.)

student permanent record cards, or individual student tests are needed. Work closely with the LAT coordinator to ensure that the data is charted and/or summarized in a useable way.

3. If current test data are not available and the LAT wishes to administer certain tests, these plans should be made. If it is not possible or convenient to administer these tests before Needs Assessment Modules 7 or 8, it is possible to skip to Needs Assessment--Program Analysis and return to Modules 7 or 8 any time before beginning Module 11, School Needs Definition Summary. If only a limited amount of current data is available, a decision to administer student tests should be encouraged.

4. Summarize the day's activities and the plans made for the next meetings.

5. Duplicate the desired standards decided upon and distribute copies to the total school staff for reaction and general discussion. If charts are long, staff may wish to look only at their own and adjacent grade levels.

FOLLOW-UP: Set dates for meetings to complete the first three columns of the chart.

Make arrangements to collect all available current test data or to administer tests specified on the charts.

Collect all the Student Needs Assessment Charts to review them for clearly specified desired standards for all identified students.

Duplicate the desired standards decided upon and distribute to the total school staff for reaction and general discussion. Staff may wish to look only at their own and adjacent grade levels.

ALTERNATIVE STRATEGIES: Instead of creating a specially prepared Student Needs Assessment Chart for use in Activity 3, you may wish to use handout A6H1R, the sample completed charts in Appendix 6. Explain that the purpose of this sample is to show a variety of different ways of reporting data and that their charts will not show this much variety. Try to point out only examples which are compatible with their school's curriculum and testing programs. Pass out identical handouts so the LAT can follow as you explain the transparencies.

Agenda

Module 6 Needs Assessment -- Desired Student Standards

I. Review Agenda

II. Review Needs Assessment Activities

After a brief review of the agenda, the general outline of the Needs Assessment Activities will be reviewed so that the process itself, the progress to date, and the future activities are clear.

III. LAT Review of the General Needs Statement

The statement prepared during and after the last meeting will be reviewed by the entire LAT. The LAT may wish to discuss, revise, and/or amend the statement. The statement will be analyzed by looking for answers to the three guideline questions.

IV. Completing the Chart for Desired Standard for Student Success

A. Description of the Chart

Each of the columns on the chart will be discussed. The relationship of the columns of Desired Student Standards and the Current Student Standards will be clarified. The LAT will decide how it wishes to organize the chart in terms of levels.

B. Specifying Content Areas of Student Performance

The content areas of performance to be considered will be identified.

LUNCH

C. Specifying Student Behaviors

Student behaviors which are of concern will be identified.

D. Specifying Measures, Student Populations and Desired Standards

Tests which evaluate the selected student behaviors will be identified. Then desired standards on these tests will be set for identified student populations.

V. Discussion of the Next Activity

A. If necessary, arrangements will be made to have the first three columns of the Student Needs Assessment Chart completed.

B. A summary of the day's activities and a preview of the next SAT/LAT meeting will be provided. Then the steps necessary to complete the final two columns of the chart will be outlined.

C. Plans will be made to collect current test data and/or to administer tests.

D. The desired standards decided upon will be shared with the total staff for reaction and general discussion.

Handout 6H1 should be prepared for each school when possible. Directions for preparing this handout may be found on pages 6.1 and 6.2 of this handbook.

PSIP
6H2

STUDENT NEEDS ASSESSMENT CHART

CONTENT AREA AND STUDENT BEHAVIORS	MEASURES OF STUDENT BEHAVIORS	DESIRED STANDARD FOR STUDENT SUCCESS	CURRENT STANDARD OF STUDENT SUCCESS	DISCREPANCY

PSIP
613R

CONTENT AREAS AND STUDENT BEHAVIORS

I. Word Recognition
  - A. Phonetic Analysis
  - B. Structural Analysis
  - C. Vocabulary Development

II. Comprehension
  - A. Literal
  - B. Inferential
  - C. Transfer of Skills

III. Language Development
  - A. Listening
  - B. Speaking
  - C. Oral Reading
  - D. Writing

IV. Study Skills
  - A. Alphabetizing
  - B. Reference Materials
  - C. Organizational Skills

V. Affective
  - A. Self Concept
  - B. Attitude Toward School and Peers
  - C. Attitude Toward Reading

CONTENT AREAS AND STUDENT BEHAVIORS

I. Concepts

- A. Whole Numbers
- B. Operations
- C. Fractions
- D. Decimals
- E. Geometry
- F. Measurement
- G. Proportion and Percent
- H. Probability and Statistics
- I. Integers
- J. Calculator

II. Computation

- A. Whole Numbers
- B. Fractions
- C. Decimals
- D. Geometry and Measurement
- E. Proportion and Percent
- F. Probability and Statistics

III. Applications

- A. Solves Word Problems
- B. Estimates Answers and Checks Problems
- C. Geometry and Measurement
- D. Probability and Statistics
- E. Calculator

MEASURES OF STUDENT BEHAVIOR

STANDARDIZED TESTS

California Achievement Test, Language Arts subtests (CTB/McGraw-Hill)
Iowa Test of Basic Skills, Language Arts subtests (Houghton-Mifflin)
Gates MacGinite Reading Tests (Teachers College Press, Columbia U.)

EQA INVENTORY

DIAGNOSTIC TESTS

Stanford Diagnostic Reading Test (Harcourt Brace Jovanovich)
Botel Reading Inventory (Follett Publications)
Primary Reading Profiles

MASTERY TESTS

Houghton-Mifflin Tests of Basic Reading Skills
Harper & Row Reader Achievement Tests
Ginn Word Enrichment Program mastery tests

ATTITUDE INVENTORY

EQA Goal IV items
Survey of School Attitudes (SRA)
Dulin-Chester Reading Attitude Scale, Form 1

TEACHER MADE TESTS

PSIP
6T4M

MEASURES OF STUDENT BEHAVIOR

STANDARDIZED TESTS

Comprehensive Test of Basic Skills, Math Subtests (CTB/McGraw-Hill)
Iowa Test of Basic Skills, Math Subtests (Houghton-Mifflin)
Stanford Achievement Test (Harcourt Brace Jovanovich)

EQA INVENTORY

DIAGNOSTIC TESTS

Prescriptive Mathematics Inventory (CTB/McGraw-Hill)
Stanford Diagnostic Mathematics Test (Harcourt Brace Jovanovich)
Key Math, Diagnostic Arithmetic Test (American Guidance Service)

MATH MASTERY TESTS

Elementary School Mathematics Textbook Unit Tests
IPI Curriculum Embedded Tests
Prescriptive Mathematics Inventory Interim Evaluation Tests (CTB/McGraw-Hill)

ATTITUDE INVENTORY

EQA Goal IV items
Minnesota Test Publishers Mathematics Inventory
Survey of School Attitudes (SRA)

TEACHER MADE TESTS

PSIP
6T5R

DESIRED STANDARD FOR STUDENT SUCCESS WITH A DESCRIPTION OF THE POPULATION

All students completing level 6 of the Mighty Readers Reading Program

80% will score above the fifth stanine
20% will score between the third and fifth stanine

All third grade students reading at the 3.2 level of Houghton-Mifflin in June

All students will score in the mastery range on the literal comprehension subtest

All third grade students with an IQ between 80 and 90.

50% of the students will have a grade score of 3.1 or higher

All 12 third grade students with average ability who are low achievers

All 12 may score at grade level or 6 months or less below grade level.

All third grade students

75% of the students will respond positively to more than 1/2 of the items

25% of the students may respond positively to 1/4 to 1/2 of the items

DESIRED STANDARD FOR STUDENT SUCCESS WITH A DESCRIPTION OF THE POPULATION

All sixth grade students working on level 6 of the Holt math program

25% will master at least 80% of all fraction items on the Prescriptive Math Inventory--Purple Book

65% will master 50 - 79% of the fraction items on the Prescriptive Math Inventory--Purple Book

10% may master less than 50% of the fraction items on the Prescriptive Math Inventory--Purple Book

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All students working in Level C of IPI Mathematics in September

25% will have mastered 70 or more skills by June

70% will have mastered 40 - 69 skills by June

5% may have mastered less than 40 skills by June

All third grade students in regular classrooms

20% of the students will be one year or more above grade level

60% of the students will be within one year of grade level

20% of the students may be no more than two years below grade level

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All third grade students

75% of the students will respond positively to more than 1/2 of the items

25% of the students may respond positively to 1/4 to 1/2 of the items

FACTORS TO CONSIDER IN DETERMINING THE NUMBER OF STUDENT NEEDS ASSESSMENT CHARTS TO BE COMPLETED

1. Did any reported test results indicate a weakness at certain grade levels?
2. What grade levels are represented by the teachers on the LAT?
3. Do you want to organize your charts by achievement levels or student's actual grade level?
4. Would a terminal primary (3rd grade) or terminal intermediate (6th grade) chart provide an adequate picture of all the student's needs in the school?
5. Are different text series used within a grade level? If so, a decision must be made whether to include both series on one grade level chart or to have two separate grade level charts, one for each series.

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 7 NEEDS ASSESSMENT -- CURRENT STUDENT OUTCOMES

PURPOSE: To assess the school's current status in the areas identified on their Student Needs Assessment charts.

OBJECTIVES:

To review the phases in Needs Assessment to show the relationship of Module 7 with the other modules.

To compare desired standards set for specific behaviors and to locate discrepancies between mastery standards at different levels.

To summarize and record current student performance on those measures identified on the charts.

EXPECTED OUTCOMES: Student Needs Assessment charts which specify the current student outcomes on those measures identified to assess specific student behaviors.

TIME: This module can be completed in about three hours, if all of the data are available and well organized. If data needs to be regrouped, the session may require a full day and/or another LAT meeting prior to Module 8. If the Linker and LAT have done a great deal of preplanning, it may be possible to conduct a full-day session and complete part of Module 8. See Alternative Strategies.

MATERIALS:

Transparencies: 5T6

Handouts: Agenda; School's Needs Assessment Charts; 6H1, specially prepared Sample Student Needs Assessment Chart or A6H1R (optional)

Current Test Data: class and individual test profiles, permanent records, lists of student's scores, test score summaries prepared by the LAT coordinator

Student Needs Assessment charts prepared at previous meeting

MATERIALS: (cont'd.)

Copies of school staff reactions to decided-upon Standards of Student Success

Overhead projector and calculators

MODULE 7 NEEDS ASSESSMENT -- CURRENT STUDENT OUTCOMES

ACTIVITIES:

1. Review Agenda (5 minutes)

   Rationale. There is a need to organize the day's activities, including lunch plans.

Materials	Strategy
Agenda	Briefly review information listed on the Agenda and entertain any LAT questions or concerns.

2. Review Student Needs Assessment (5 minutes)

   Rationale. There is a need to show the relationship among the three student needs assessment modules.

Materials	Strategy
5T6, PSIP Activities	Review the activities and purpose of the last SAT/LAT meeting when the LAT set desired goals of student performance. Point out that the purpose of today's meeting is to summarize and record actual student performance on the measures they identified on their charts. These data are necessary in order to determine the extent of the discrepancy or gap between the level at which they would like their students to achieve and the level at which their students are actually achieving.

3. LAT Review of Each Level's Desired Student Standards (15-30 minutes)

   Rationale. There is a need to increase the teachers' awareness of the standards set across grade levels for different student behaviors.

   There is also a need to go over any comments resulting from the review of the standards done by the total school staff.

3. LAT Review of Each Level's Desired Student Standards (cont'd.)

Materials	Strategy
School's Partially Completed Student Needs Assessment Charts Copies of School Staff comments	1. Return the charts to the individual LAT members. Then review each level's chart pointing out any standards, measures or descriptions of student populations which are not clear, specific or comprehensive. Review the school staff reactions for comments relating to these aspects of the charts. Discuss any relevant comments and incorporate them as desired. 2. As you read down the list of student behaviors, have the LAT compare desired standards set at each level. If mastery by all the students is assumed for a behavior at a low level but not at a higher level, point out this inconsistency. If the mastery standards do not become progressively steeper, point out this discrepancy. Again review the school staff inputs for comments relating to inconsistencies in the charts. Discuss any relevant comments and incorporate them as desired. Adjustments in the Desired Standards column may be made as teachers become increasingly aware of the pattern of mastery standards across grade levels.

4. Description of the Current Standards for Student Success Column (15-20 minutes)

Rationale. The relationship between the Current Standards for Student Success and the Desired Standards for Student Success needs to be shown.

Materials	Strategy
6H1, Specially Completed Sample Student Needs Assessment Chart	Have LAT members take out 6H1. Explain how you compiled the data in the Current Standard Column on this chart. If a special sample chart based on school data has not been prepared, explain this column using the sample charts, handout A6H1R and its explanation in Appendix 7. If you do the latter, review only those examples on A6H1R which relate to the way in which the school's data are presented.

BREAK (5 minutes) LUNCH ORDERS CAN BE TAKEN IF LUNCH IS BEING EATEN IN.

5. Completion of the Current Standards for Student Success Column (2 hours)

Rationale. The current standards for identified groups of students on specific behaviors must be assessed.

Materials	Strategy
Current Test Profiles Student Permanent Records Calculators (if available) Summaries and charts prepared by the LAT coordinator since last meeting.	If class test printouts are not available, the process of calculating current progress of identified groups will be much less time consuming if individual student test scores are recorded on class lists in whatever form the standard is set (grade equivalents, stanines, percentiles) prior to this meeting. If these lists have not been completed, meet in an area in close proximity to the student records or bring the necessary data to the meeting. Remind the LAT that they will be figuring the actual number or percentage of students who have met their standards. Entertain any general questions on procedures and then circulate among the members to assist them with their individual charts. Calculators may provide assistance in tallying numbers of students or for computing percentages. If LAT members are not satisfied with their current data and decide to administer additional tests, that data may be omitted until new data are available.

LUNCH

5. Completion of Current Standards (cont'd.)

Materials	Strategy
	Continue completing the Current Standards for Student Success Column.

6. Discussion of Next Activities (10-15 minutes)

Rationale. The day's accomplishments should be reviewed; plans for the next meeting(s) need to be made.

Materials	Strategy
	1. If all the charts are not completed at the end

6. Discussion of Next Activities (cont'd.)

Materials	Strategy
	of the meeting, make arrangements to finish recording current data.
	2. If all the necessary current test data are not available and the LAT wishes to administer certain tests, these plans should be made. If it is not possible to complete testing prior to Needs Assessment--Discrepancy Analysis, it is possible to skip to Needs Assessment--Program Analysis and return to the discrepancy analysis before continuing to Module 11, School Needs Summary.
	3. Plans for calculating the discrepancy prior to the next meeting may be made.
	4. Summarize the day's activities and the plans made for the next meetings.

FOLLOW-UP: Set dates to complete the charts and to begin the discrepancy analysis.

Arrange to have administered any tests needed to complete the data on the current standards. If necessary, complete specially prepared handout 6H1, using this test data.

After all the data are tallied, have completed charts duplicated.

ALTERNATIVE STRATEGIES:

1. If you have not completed handout 6H1 using current school data, you will need to explain the column, Current Standard of Student Success, using the handout A6H1R in Appendix 6. An explanation of the examples shown in the handout is contained in Appendix 7. Point out only examples which are compatible with the school's curriculum and testing program.

2. If you and the LAT have done a great deal of preplanning, and this module is completed in a half-day session, you may wish to continue on with the next module covering Needs Assessment--Discrepancy Analysis. You may wish to fill in a special handout 6H1 with the

ALTERNATIVE STRATEGIES: (cont'd.)

data from the school's Student Needs Assessment chart, if you have not already done so.

Agenda

Module 7 Needs Assessment --

Current Student Outcomes

I. Review of Agenda

II. Review and Preview of Needs Assessment Activities

The general outline of the Needs Assessment Activities will be reviewed so that the process itself, the progress to date, and the future activities are clear.

III. LAT Review of the Desired Student Standards

The Desired Standards for Student Success set during and after the last meeting will be reviewed by the entire LAT. Also, the LAT will review the comments and suggestions submitted by the staff members. The LAT may wish to discuss, revise and/or amend the charts on the basis of these reviews.

IV. Description of the Column of Current Standards of Student Success

The relationship between the Desired Standards column and the Current Standards column will be reviewed.

V. Completion of the Column of Current Standards of Student Success

The percentage or number of students in the identified student population achieving the desired standard will be recorded in the Current Standards column.

LUNCH

Finish completing the column of Current Student Standards.

VI. Discussion of the Next Activities and Review of the Day's Activities

A. Steps necessary to complete the column of Current Student Standards will be outlined.

B. A summary of the day's activities and a preview of the next SAT/LAT meeting will be given.

C. Plans will be made to tabulate the discrepancy between the desired and current standards.

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 8 NEEDS ASSESSMENT -- DISCREPANCY ANALYSIS

PURPOSE: To determine the discrepancy between the standards set in the Desired column of the Student Needs Assessment Chart and the students' actual performance described in the Current column.

OBJECTIVES:

To review the phases of Needs Assessment to show the relationship of Module 8 with the other modules.

To determine the discrepancies for each student behavior for identified populations at different levels.

To prepare a prioritized list of student needs for each level.

To analyze the patterns of discrepancies for content areas and student behaviors across grade levels, and to prepare a prioritized list of student needs for the school.

To write the school's Detailed Statement of Student Needs.

EXPECTED OUTCOMES: A Detailed Student Needs Statement citing specific needs for different populations at different levels and the goals for improvement.

TIME: This module can be completed in about 4 1/2 hours.

MATERIALS:

Transparencies: 5T6, 5T8, 5T/H9, 8T2, 8T3R, 9T1, 9T3-9T13

Handouts: Agenda; 6H1; 8H1M; Copies of school's Student Needs Assessment charts; 8H4

Overhead projector

Blank transparencies and marking pens

MATERIALS: (cont'd.)

Paper and pencils

Calculators

MODULE 8 NEEDS ASSESSMENT -- DISCREPANCY ANALYSIS

ACTIVITIES:

1. Review Agenda (5 minutes)

   Rationale. The day's activities, including lunch plans, need to be organized.

Materials	Strategy
Agenda	Briefly review information listed on the Agenda and entertain any LAT questions or concerns.

2. Review Needs Assessment (5 minutes)

   Rationale. The relationship between this module and the other modules in Student and Program Needs Assessment should be shown.

Materials	Strategy
5T6, PSIP Activities	Review the activities and purpose of the last SAT/LAT meeting when the LAT specified current standards on the Student Needs Assessment charts. Point out that the purpose of today's meeting is to determine the difference between the desired and current standards for each behavior for each identified group.

3. LAT Review of Each Level's Current Student Standards (15 minutes)

   Rationale. The LAT needs to determine what data are still missing and to assess the overlap between the Desired and Current columns.

Materials	Strategy
School's Student Needs Assessment Charts	1. Return the charts to the LAT and have them review them for errors or changes. Additional data may be added at this time in the Current column.

3. LAT Review of Each Level's Current Student Standards (cont'd.)

Materials	Strategy
	2. Review the Current column on each chart to determine if the standards are described in the same way as they are in the Desired column.

4. Description of the Process of Determining Discrepancies (20 minutes)

Rationale. The LAT needs to understand the process of determining discrepancies so they can independently determine the discrepancies on their charts.

Materials	Strategy
6H1, Sample Needs Assessment Charts	Have the LAT take out 6H1; pass out additional copies to members without a copy. Explain the process you used to arrive at the discrepancies you listed for the examples on your specially prepared chart. If you did not prepare a chart using current school data, you will need to explain the Discrepancy column using the handout A6H1R in Appendix 6 and the discrepancy explanation in Appendix 8.

5. Determining Each Level's Discrepancies (30 minutes)

Rationale. The degree of discrepancy for each behavior and area at each level must be determined in order to identify areas of greatest student need.

Materials	Strategy
School's Student Needs Assessment Charts	1. Using the School's Student Needs Assessment charts, have the LAT determine the discrepancy between "desired" and "current" outcomes and then enter the amount of the positive or negative discrepancy in the Discrepancy column. You may wish to circulate among the LAT as they make their first calculation to ensure that they are doing it correctly.
Chalkboard or Newsprint	2. On newsprint or the chalkboard, list the discrepancies calculated in the preceding step. This needs to be done to prepare for the next step in which the discrepancies are prioritized. The format shown on handout A8H1 of Appendix 8 may be used to list the discrepancies.

BREAK (5 minutes) LUNCH ORDERS CAN BE TAKEN IF LUNCH IS BEING EATEN IN

6. Prioritizing Each Level's Discrepancy (30 minutes)

Rationale. Priorities need to be established for the discrepancies at each level.

Materials	Strategy
8T2, Factors to Consider in Prioritizing Student Needs	1. When the LAT has completed figuring the discrepancies, show 8T2 and discuss each factor. Factor 3 may be especially important if one area of discrepancy is a prerequisite for another area of discrepancy. For example, knowledge of basic facts is important in solving word problems. If a school has low scores in the areas of basic facts and word problems, the word problem difficulties may never be remedied, unless the basic facts problems are also attended to. You may wish to make a handout of 8T2 so the LAT can review the factors when prioritizing their discrepancies. 2. Ask each LAT member, or group of teachers, to prepare a prioritized list of discrepancies for their level. Remind them that there may be different priorities for different types of students. The factors listed on 8T2 should be kept in mind.

7. Establishing Priorities for the School (50 minutes)

Rationale. Across grade discussion for the reasons for priorities may be helpful. Changes in prioritization may be made as a result of the discussion, or trends may be seen. For example, a small deficiency in vocabulary at lower grades may build to a large discrepancy in upper grades.

Materials	Strategy
	Each individual or group should be asked to outline the areas felt of greatest priority. The reasons for the priorities should be discussed. Then, have the LAT compile a composite list of prioritized needs for the school at the primary and intermediate levels. The group may wish to keep track of priorities across grade levels in order to analyze possible trends in student achievement. If so, the recording form, A8H1, and the format provided in handout A8H2R in Appendix 8 can be used.

8. Writing a Detailed Statement of Student Needs (40 minutes)

Rationale. It is important to describe in detail the school's priority areas for student improvement.

Materials	Strategy
5T/H9, Guidelines for Writing a Needs Statement 8T3R, Sample Detailed Student Needs Reading Statement	Show 5T/H9 and review the three guideline questions which a Student Needs Statement should address. Show 8T3R and pass out 8H1M, examples of a Detailed Student Needs Statement. Point out that each paragraph addresses one of the guideline questions. It is important when writing the statement to identify student populations with areas that need improving.
8H1M, Sample Detailed Student Needs Math Statement 8H4, Student Needs Statement forms	Each group or grade may wish first to write their own statement and later merge statements. (If several statements are to be merged, the final statement can be completed after the formal meeting.) However, if the discussion in the previous step indicated the presence of trends or needs that run across grade levels, the group may begin by writing one statement.

9. Summary and Review (30 minutes)

Rationale. There is a need to review the day's accomplishments, outline plans for the next meetings, and familiarize the SAT with influential variables to be covered in the next module.

Materials	Strategy
5T6, PSIP Activities	1. If the statement of student needs is not complete at the end of the meeting, make arrangements to have it completed.
5T8, Foci of Needs Assessment Activities 9T1, Model of Classroom Variables 9T3, Four Constructs 9T4 - 9T13, Definition of Variables	2. To introduce Program Analysis, show the transparencies listed and follow the accompanying descriptions on the first few pages of Module 9. Quickly run through each transparency. Spend only enough time to familiarize the SAT with the constructs and variables. If time does not permit a complete review of the constructs and variables, only explain the constructs shown on 9T3. You may also wish to hand out the variable definitions in Appendix 9.

FOLLOW-UP: Make arrangements to complete, type and duplicate the School's Detailed Statement of Student Needs. Then, share the results of the meetings with the entire school staff and with the district administrator.

Prepare for the presentation of Module 9 by reviewing the data collection instruments. It may be necessary to revise the instruments to make them more appropriate for use in the school. (See comments in Appendix 9.)

ALTERNATIVE STRATEGIES:

1. If you have not completed handout 6H1 using current school data, you will need to explain the Discrepancy column using handout A6H1R, in Appendix 6. An explanation of the examples shown in the handout are contained in Appendix 8. Point out only examples which are compatible with the school's curriculum and testing program.

2. The LAT may wish to keep track of priorities across grade levels. If so, you may wish to use handout A8H1 to record discrepancies for each grade and the format on handout A8H2R to tally the discrepancies by grade.

Agenda

Module 8 Needs Assessment --

Discrepancy Analysis

I. Agenda Review

II. Review Needs Assessment Activities

The relationship of Module 8 with the other Student Needs Assessment modules and with Program Assessment modules will be reviewed.

III. LAT Review of Each Level's Current Student Standards

Each chart will be reviewed to determine what data are missing and to determine if the Current column describes the standards in the same form as the Desired column.

IV. Description of the Process of Determining Discrepancies

Discrepancies will be analyzed for a sample chart.

V. Determining Each Level's Discrepancies

Discrepancies between the desired standards and the current performances will be determined for each behavior and student population identified on each chart.

VI. Prioritizing Each Level's Discrepancies

A list of priority areas and/or behaviors will be compiled for each grade or level.

VII. Establishing Priorities for the School

Each grade level or groups of grades will discuss their prioritization and the reasons for their decisions. A composite list of prioritized needs for the school will be compiled.

VIII. Writing a Detailed Statement of Student Needs for the School

Based on the school's list of priority needs, a statement will be written by the LAT describing the specific areas and behaviors that need improvement for identified populations. The goals for improvement will also be specified.

IX. Summary and Preview

A. Plan strategies for sharing completed Detailed Statement of Student Needs with local staff and administration.

B. A summary of the Student Needs Assessment and an introduction to Program Needs Assessment will be given.

SAMPLE DETAILED STUDENT MATH NEEDS STATEMENT

Who is affected?

Teachers feel that efforts for improvement should focus on average students. However, in the areas of Computation and Application, some high potential students are also found to be underachieving.

What are the major program needs?

Students appear to be weak in those skills that are useful in everyday situations. For example, teachers at both the primary and intermediate levels identified weaknesses in time and money skills. The 4th grade SAT Applications subtest results also support the need for work in the applications area. Students need to develop an understanding of the value of checking the reasonableness of answers. Attention needs to be paid to the development of an instructional sequence for teaching the metric system, Our students' self concept and attitude toward school are still of concern. The discrepancy between our desired and current attitudes is largest for self concept at the 4th and 5th grade level and for attitudes toward school at grades 3, 4, or 5. Teachers judge that approximately 33% of the students do not take pride in their school work. We feel the need to improve students' attitude toward their school work.

What are the goals for program improvement?

The goals of the Three R's School's math program should meet the needs identified above and reflect the projected goals of the Counting Central School District. Specific goals for improvement in the primary grades are listed below:

A. Computational: In the category of Computational Skills, we feel our priorities should deal with a greater knowledge of basic addition and subtraction facts in open number sentence settings. Also, a broader knowledge of determining coin values and "giving change" is necessary.

B. Conceptual: Strong emphasis will be placed on the Conceptual Skills of recognition and knowledge of number pattern progressions, and the refining of time and money skills. We will also focus on building foundations in place value, up to four (4)places.

C. Applications: We will emphasize the application of knowledge to everyday situations. We will emphasize telling time to the minute and deal with the correct selection and use of money.

Specific goals for improvement in intermediate grades are listed below:

D. Computational: We will attempt to have students gain speed in the use of addition, subtraction, multiplication and division for real life situations. Proficiency in long division is a major goal. Estimation of the quotient and use of decimals in the divisor will be stressed as aspects in attaining accurate

SAMPLE DETAILED STUDENT MATH NEEDS STATEMENT (CONT'D.)

D. Computational: (cont'd.)
answers. Cross-factoring skills will be emphasized for simplifying fractions. Increased practice in all metric areas will be provided.

E. Conceptual: The ability to order fractions with like denomintions will be emphasized. Recognition of numbers to the million and the ability to round more easily will be stressed. Also, the knowledge of divisibility rules and knowing when to use them will be emphasized in instruction.

F. Applicational: The development of more abstract reasoning powers used in the solution in word problems will be stressed.
A goal of instruction will be to improve ability to apply estimating procedures where appropriate.

G. Attitude: Improvement in all students' attitude toward school and self is a major goal.

FACTORS TO CONSIDER IN PRIORITIZING STUDENT NEEDS

1. The number of students whose current performance does not meet the desired standard.

2. The size of the discrepancy between the current performance and the desired standard.

3. The negative consequences which may result if current performance in the area is not improved.

4. The anticipated difficulty in achieving behaviors which represent the desired student outcomes.

5. Priorities of the school district.

DETAILED STUDENT READING NEEDS STATEMENT

Who is affected?

The majority of the students needing improvement in their reading skills are the below average students. However, in the areas of Interpretive Comprehension and Vocabulary Development, all students need improvement.

What are the major program needs?

At all reading levels, there are weaknesses in all areas of comprehension. At the intermediate levels, comprehension when reading in the content areas is a major weakness. (Also at this level, there is a marked decrease in the students' attitude toward themselves and reading.) At the primary level, students reading at or below grade level have an extremely limited sight and speaking vocabulary. However, all primary students are very adept at decoding words.

What are the goals for program improvement?

1. Word Recognition: Primary students will develop a larger sight reading vocabulary in order to improve their speed, fluency and comprehension. All students will develop a larger vocabulary.

2. Comprehension: Techniques used in teaching reading need to be integrated into content area reading. The focus on comprehension skills should be shifted from literal comprehension to interpretive comprehension to improve all students' skills in this area.

3. Attitude: The attitudes of intermediate students toward themselves and reading should be at least as high as the primary students' attitudes.

STUDENT NEEDS STATEMENT

Who is affected?

What are the major program needs?

What are the goals for program improvement?

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 9 NEEDS ASSESSMENT -- PROGRAM ANALYSIS

PURPOSE: To discuss in general terms the influence of the numerous classroom, school, home, and community variables on student academic outcomes; to discuss, more specifically, the classroom variables that influence those outcomes and agree on strategies for collecting relevant data.

OBJECTIVES:

To increase LAT's familiarity with various aspects of the classroom, school, home, and community that research and experience suggest are related to student performance.

To have the LAT accept the importance of classroom variables and agree to an assessment of those variables since teachers can most readily affect them.

To review the instruments used to collect data concerned with the classroom variables considered in the objective above.

To identify the personnel who will be requested to respond to the questionnaire and/or be interviewed.

To define procedures to be used in data collection and to establish possible schedules.

To collect data for feedback to the linker.

EXPECTED OUTCOMES: The LAT members will be aware of the classroom variables to be assessed during the Program Analysis phase of PSIP and the rationale behind their selection.

The strategies and instruments to be used in data collection will have been agreed to.

A tentative schedule for data collection will have been set.

TIME: This module can ordinarily be completed in a one-half day session. However, if the LAT elects to consider aspects of home and community or decides to collect additional data, extra time will be needed for instrument development. In any case, time will need to be allotted to complete

TIME: (cont'd.)

the instruments. Experience indicates that it takes a total of 1-1/2 to 2 hours to complete the standard questionnaires.

MATERIALS:

Transparencies: 9T1 - 9T13

Handouts: Agenda; copies of adapted instruments; 9H14, PSIP Evaluation Form 2 Program Analysis, Session I; printed material like Doris Gow's Rx for Teachers

Overhead projector and screen

Pencils

MODULE 9 NEEDS ASSESSMENT -- PROGRAM ANALYSIS

ACTIVITIES:

1. Introduction (10 minutes)

Rationale. There is a need to relate Program Analysis to the overall PSIP strategy and specifically to show its relation to student needs assessment. In addition, an overview of the day's activities is needed.

Materials	Strategy
5T6, Needs Assessment Activities	Show the relationship of Student Needs and Program Needs. Student needs assessment allows the LAT to identify students whose achievement in a specific content area they wish to improve. Program analysis looks at the program (method) used to teach these students. Ways of improving the achievement of the specified group are explored. An example may be used to illustrate the relationship. If for example high IQ students are doing poorly in learning basic addition facts, what part of the learning environment should we change to impact achievement? Do we teach the facts with understanding? Is enough time spent by teachers and students? Are students given feedback? Do parents help students? etc.
Agenda	Distribute the agenda and summarize it to indicate the decision-making role the LAT will play.

2. Spheres of Influence on Student Achievement

A. Home and Community Variables (5 minutes)

Rationale. It is necessary to explain the importance that home and community variables exert on student performance in school and to discuss the potential for changing these variables.

Materials	Strategy
5T8, Foci of Needs Assessment	Indicate that home factors such as SES, opportunity for learning, parental expectations, and career expectations have been shown by research to be very

2. A. Home and Community Variables (cont'd.)

Materials	Strategy
9T1, Model of Influences	important in accounting for academic achievement. Home and community variables may be impacted by some school or classroom actions, but are possibly harder to change than variables in the school and classroom.

B. Classroom and School Variables (15 minutes)

Rationale. It is necessary to cite the source of the constructs and variables used and to define them so that teachers have a good understanding of the underlying concepts.

Materials	Strategy
9T2 with overlays A & B, Model of Classroom Variables Handout like Rx for Teachers	Variables which the teachers can most readily impact are school and classroom variables. The variables to be discussed are based on research and are organized in the Cooley-Lohnes model. (The Application of a Model for Investigating Classroom Practices by William Cooley and Gaea Leinhardt, LRDC, 1975; also Cooley and Lohnes Evaluation Research in Education, Irvington Publishers, 1976.) Other useful references include Doris T. Gow's A Synthesis of Research in Basic Skills, LRDC-PSIP, May 1977, and her pamphlet for teachers, Rx for Teachers, PSIP, 1977. You may wish to distribute the handout at this point or wait until the end of the session. The synthesis paper is provided in the Readi-Resource File for your information. However, it should be made available to interested SAT members.
9T3 (4 constructs)	The four constructs, or ingredients, that Cooley and Lohnes discuss are: 1. Opportunity (time - instruction on topic) 2. Motivators (curriculum and interpersonal) 3. Structure and Placement (sequence, order, and pace)

2. B. Classroom and School Variables (cont'd.)

Materials	Strategy
	4. Instructional Events (management, interactions, instruction) The presenter may want to relate these to a simple activity such as learning to swim. (See Appendix 9)

3. Description of Each Variable (30 minutes)

Rationale. Each of the variables must be defined in a clear and meaningful way for teachers. If possible, the linker should use text titles or examples from the school's materials. Doing this will make the points more relevant.

Materials	Strategy
9T4 - 9T13, Definition of Variables and Definitions in Appendix 9 (optional)	Explain each variable; use examples from school's own situation to make the variable meaningful. Also, you may wish to use the explanation of variables and the definitions in Appendix 9 as the basis for your presentation. You may wish to reproduce the Appendix 9 definitions and hand them out.

Opportunity

1. Time
   - -Total time in school
   - -Amount of (Math/Reading) time
   - -Students time on task

2. Criterion Relevant Instruction
   - -Is what is tested taught?
   - -(Are items on ______[school's standardized test] taught in _______[the school's basal text]?)

Motivators

1. Interpersonal Motivators
   - -Teacher behaviors that encourage and support learning.
   - -Use of praise, modeling or pointing out relevance of skills, corrective feedback.

3. Description of Each Variable (cont'd.)

Materials Strategy

Motivators (cont'd.)

2. Curriculum Motivators
   - The variety and attractiveness of things in the classroom. Does school's text portray a relevant or foreign life style?
   - Do we use the same book every day?
   - Does every workbook page have "Draw an X" or "Match" or "Fill in the Blank" as the direction?

3. Feedback
   - How quickly is feedback provided?

Structure and Placement

1. Instructional Objectives
   - Are the math/reading objectives clear to teachers? to students?
   - Do the school objectives match the material's objectives?
   - How often are students introduced to new objectives?

2. Matching
   - The way in which student abilities and achievement are matched to the curriculum materials.
   - Refers to both content and mode of presentation.
   - How easy is it to match available materials to student needs?
   - Is this matching time consuming?

3. Grouping
   - The size of the group in which the student receives most of his/her instruction
   - Whole class or small group?
   - The basis and frequency of regrouping

4. Sequencing and Pacing
   - How clear is the instructional sequence in the math/reading text?

3. Description of Each Variable (cont'd.)

Materials	Strategy
	Structure and Placement (cont'd.)
	4. Sequencing and Pacing (cont'd.) -Pacing of student progress--not what student wishes to accomplish, but what he/she is capable of accomplishing
	Instructional Events
	1. Instructional Interactions -The quality and quantity of interactions related to the instructional objectives -Lengthy discussions of semi-related ideas may detract from the main theme of instruction. Discussion of interest to child may be motivating but may, also, again detract from the objectives.
	2. Classroom Management -Is an undue amount of teacher time spent on discipline, or organizational matters? -On directions? (The scissors are behind the dictionaries, the glue is on the shelf over the aquarium, etc.)

BREAK (10 minutes)

4. Discussion of Instruments (1 hour)

Rationale. By discussing the instruments to be used for data collection, LAT members are given an opportunity to question the rationale for using the instruments and the changes made in adapting them for the school.

Materials	Strategy
Copies of the adapted instruments	Distribute a packet of the teacher and administrator instruments you selected and adapted; describe them as the primary technique for gathering program analysis data. Call attention to the fact that the instruments are organized according

4. Discussion of Instruments (cont'd.)

Materials Strategy

to the Cooley-Lohnes constructs. Review the instruments as follows:

- Have the LAT review the items under the first construct, opportunity, first for the teacher form, then for the administrator form.
- Discuss the items on each form as necessary. Cite the kinds of data that will be collected and what the data will be used for.
- Ask whether or not the format of the questionnaire appears to suit their school's organizational setting.
- Respond to the LAT's concerns regarding any of the items.
- Repeat the above process for each of the remaining constructs on the instruments.

As you review the items, describe the rationale you used in choosing the instruments and revising them as you did. Acknowledge that there are alternative ways of collecting the data; however, make sure that the LAT considers the consequences of proceeding in these other ways. Caution the school against unnecessary data collection. For example, some schools may feel the need to collect data on both Reading and Language Arts because they are related, even though their student needs analysis may show high achievement in Language Arts.

The SAT may wish to identify other data sources or other individuals from whom to collect data. They may also wish to use data gathering techniques other than the instruments presented. Procedures for handling this contingency are provided in Appendix 9.

5. Planning for Data Collection

A. Scheduling (5 minutes)

Rationale. There is a need to set a tentative schedule for data collection.

5. A. Scheduling (cont'd.)

Materials	Strategy
	Set approximate dates for each major instrument. Establish provisions for freeing teachers as needed; e.g., if interviews are used.

B. Protocols for Data Collection (25 minutes)

Rationale. Ground rules need to be set for use in identifying sources of data.

Materials	Strategy
	Remind the LAT of the need to code the data for the protection of human subjects; to distinguish several pieces of data that may be collected by an individual; and so forth. Discuss procedures for gaining approvals that may be necessary to collect the data. Have the LAT decide how the data are to be reported out (i.e., by grade, by achievement level, low ability, high ability, etc.). How the data is to be reported will affect how the data should be collected.

6. Summary (15 minutes)

Rationale. The responsibilities agreed to by the LAT coordinator and the Tinker should be reviewed.

Materials	Strategy
	Review the timelines and administration dates that were set for the major instruments. Set a tentative date for Module 10. Remember to allow three to four weeks for data analysis and report writing before beginning Module 10.
PSIP Evaluation Form 2, Program Analysis, Session I.	Distribute a copy of the evaluation form to each participant. Instruct them to complete the form and return it to the LAT coordinator within five days.

FOLLOW-UP: If an outside agency needs copies of textbooks, workbooks or other materials for purposes of curriculum analysis, obtain these materials and the questions to be addressed and see that the outside agency receives the questions and materials.

If the LAT desires, meet with LAT or LAT coordinator for final approval of instruments and protocols prior to their use.

Establish a final schedule for data collection with LAT. Clear the schedule with the school.

Collect, analyze and prepare a report of the data. NOTE: A guide for analyzing the instrument data is provided in Appendix 9.

Have the SAT initiate a synthesis of program needs, student needs and pulse-visit information.

Pick up completed copies of PSIP Evaluation Form 2 within five days of the completed session for Module 9.

ALTERNATE STRATEGIES:

1. The LAT may wish to select data sources and use data collection techniques other than those provided by the standard instruments. Procedures for handling this contingency are included in Appendix 9.
2. The LAT may wish to do an intrinsic analysis of some of the school's present curricular materials. Procedures for doing this are contained in Intrinsic Analysis Training Manual by Doris T. Gow, Pennsylvania School Improvement Project.

Agenda

Module 9 Needs Assessment -- Program Analysis

I. Introduction

The purpose of Program Analysis and its relation to Student Needs Analysis will be explained.

II. Spheres of Influence on Student Achievement

A. The importance of home and community variables is discussed. The option to explore these variables in depth will be raised later.

B. The importance and manipulability of classroom and school variables are discussed. The constructs to be presented, from the Cooley-Lohnes Model, are introduced.

III. Description of Each Variable

Constructs and variables are defined and illustrated. References to the research literature are presented.

IV. Discussion of Instruments

Attention is called to the general organization of the instruments; viz., that the Cooley-Lohnes constructs are used as a basis for organization. Then, the instruments are reviewed by construct, and an opportunity is provided to question any item and the reason for its inclusion.

Data sources and collection strategies are discussed and the most appropriate ones are agreed to.

Finally, an opportunity is provided to include individuals other than those covered by the major instruments (e.g., subject specialists, counselors, aides, parents, and students) along with alternative data gathering techniques.

V. Planning for Data Collection

A. Timelines are projected for the administration, completion, and collection of each major instrument. Provisions are made for freeing teachers for interviews.

V. Planning for Data Collection (cont'd.)

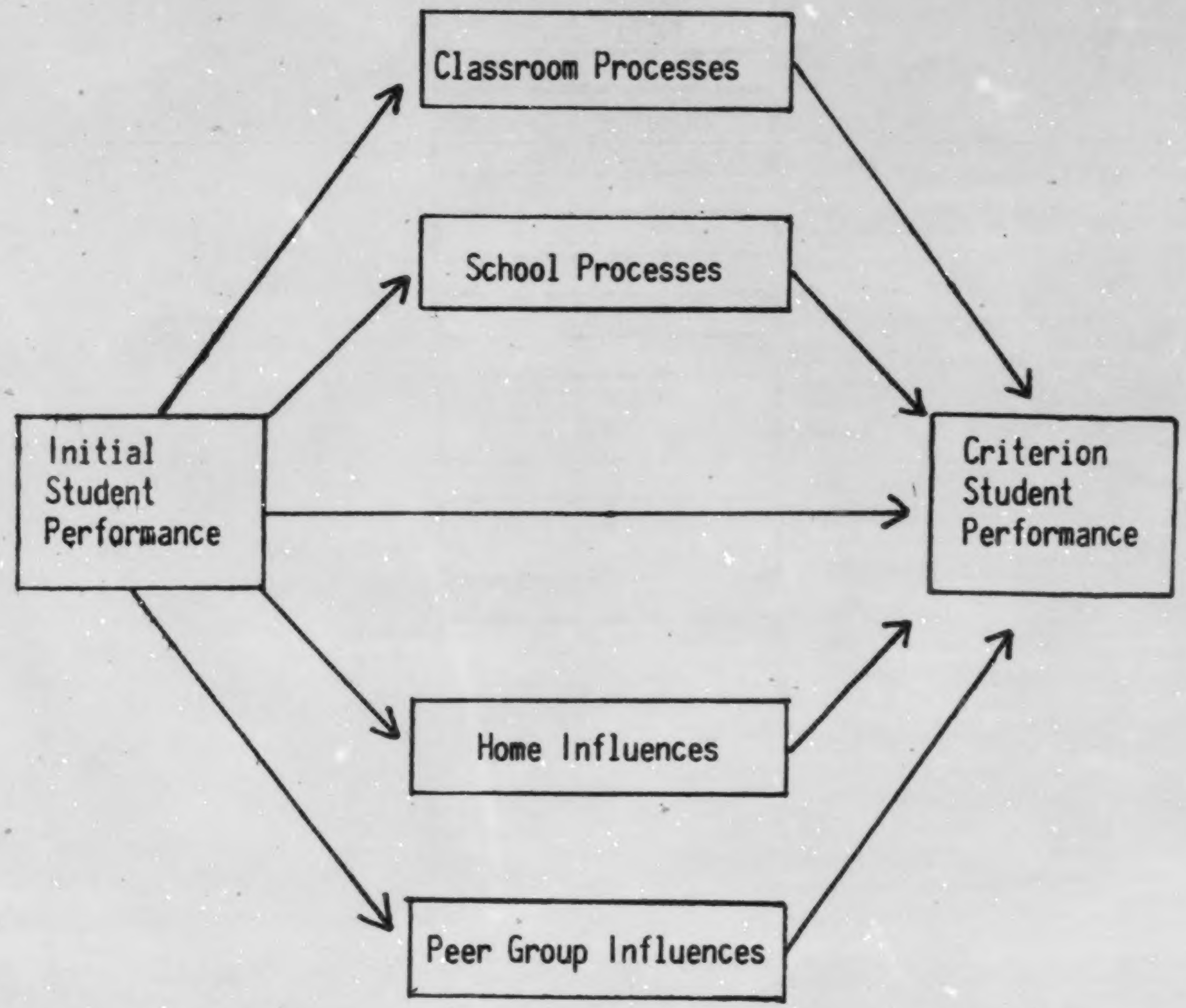
B. Ground rules are set for collecting data; coding requirements are set and methods of reporting out the data are decided on.

VI. Summary

Major decisions and timelines are reviewed and reaffirmed. A tentative date (3-4 weeks hence) is set for Module 10.

Chart #1

Model of Influences Contributing to Student Performance


Classroom Processes
School Processes
Initial Student Performance
Criterion Student Performance
Home Influences
Peer Group Influences

9T2

Time

Criterion-Relevant Instruction

Curriculum Motivators

Interpersonal Motivators

Instructional Objectives

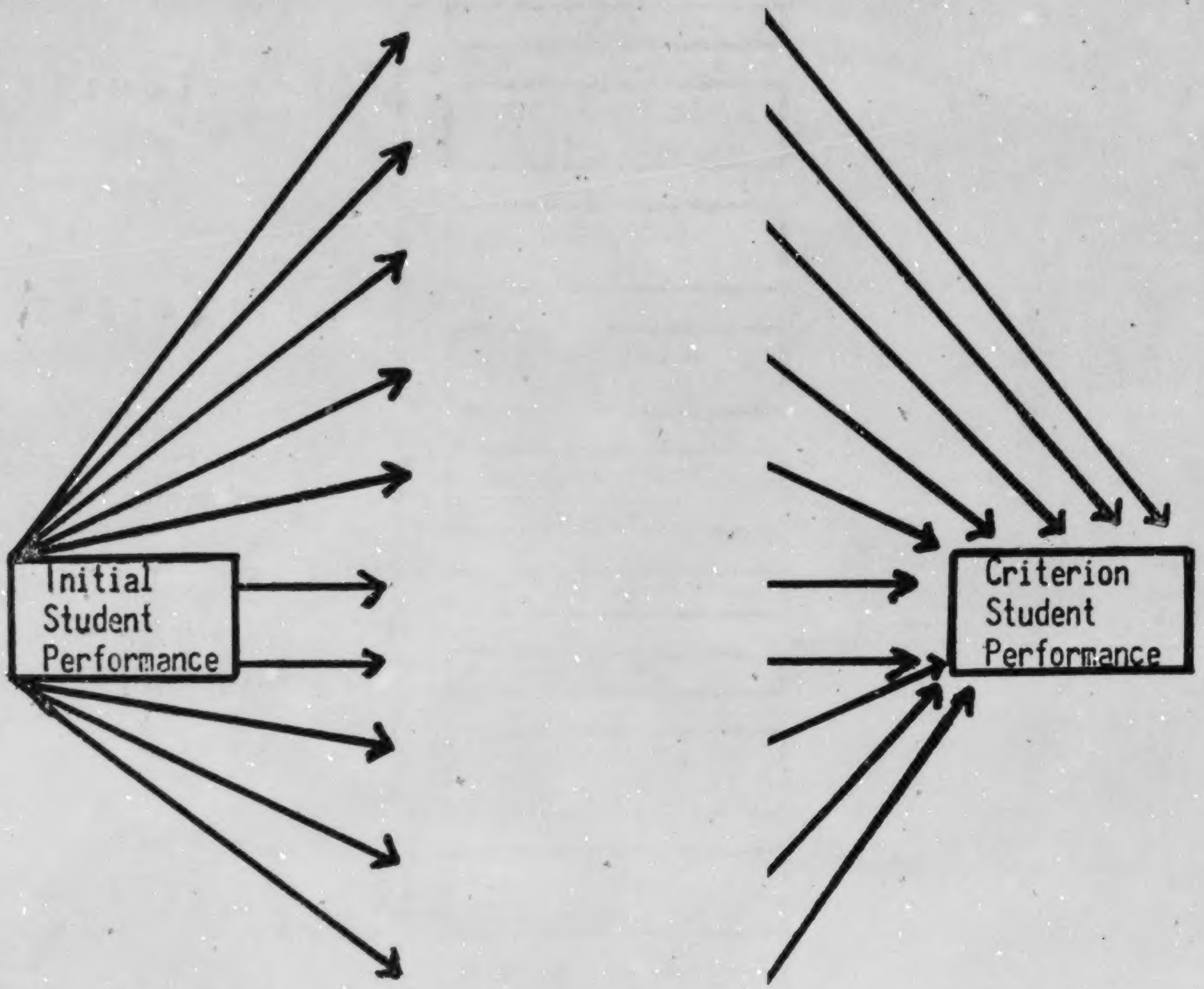
Matching

Grouping

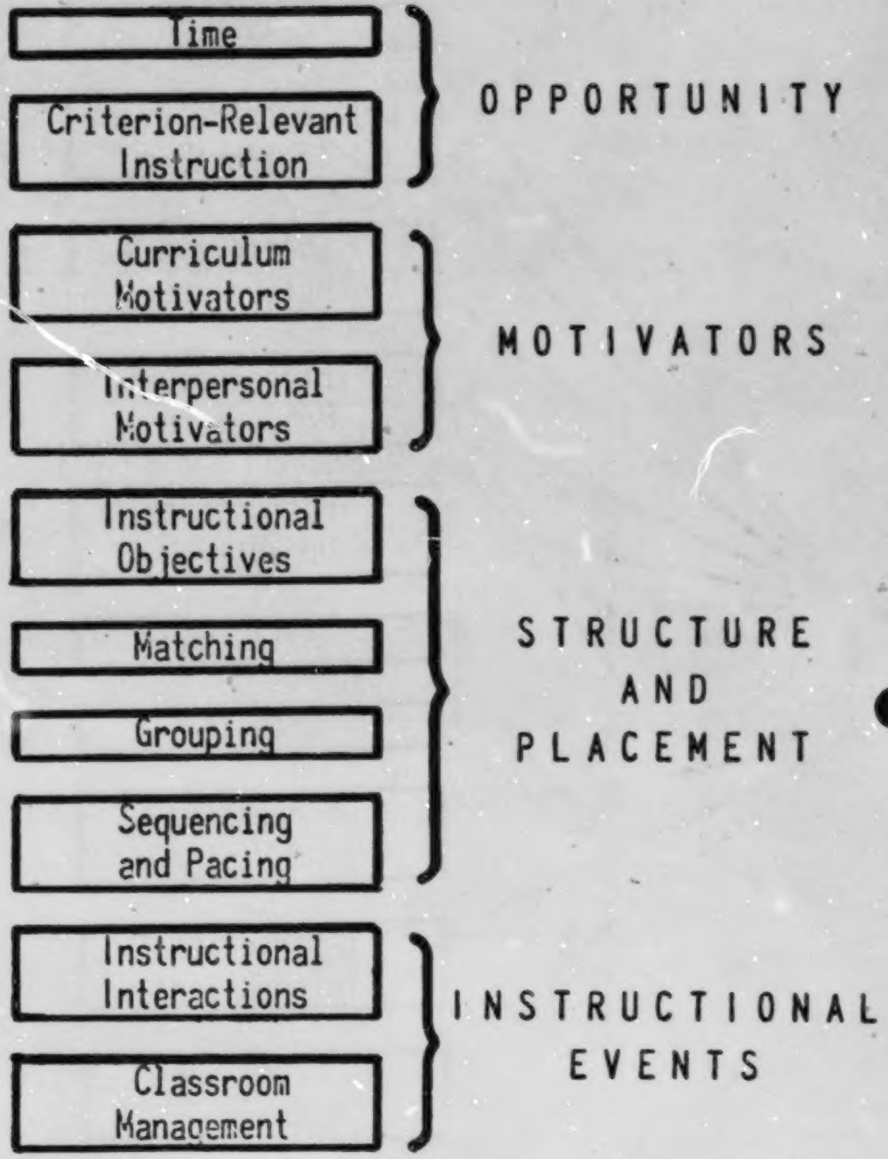
Sequencing and Pacing

Instructional Interactions

Classroom Management


Initial
Student
Performance
Criterion
Student
Performance

9T2
Overlay B



- OPPORTUNITY
  - Time
  - Criterion-Relevant Instruction
- MOTIVATORS
  - Curriculum Motivators
  - Interpersonal Motivators
- STRUCTURE AND PLACEMENT
  - Instructional Objectives
  - Matching
  - Grouping
  - Sequencing and Pacing
- INSTRUCTIONAL EVENTS
  - Instructional Interactions
  - Classroom Management

OPPORTUNITY

MOTIVATORS

STRUCTURE

INSTRUCTIONAL EVENTS

OPPORTUNITY

TIME refers to:

the total time made available for instruction in all subject-matter areas,

the time available for reading (math) instruction, and

the time students spend attending to the instruction provided.

OPPORTUNITY

CRITERION-RELEVANT INSTRUCTION

refers to:

the amount of overlap between measures of student achievement and the instruction provided.

That is, to what extent are students taught the material on which they are tested?

MOTIVATORS

CURRICULUM MOTIVATORS refers to:

aspects of the curriculum that support and encourage student learning.

These aspects include:

- interest
- variety
- speed of feedback on performance

MOTIVATORS

INTERPERSONAL MOTIVATORS refers to:

those aspects of teaching behavior (other than explicit instruction) that support and encourage student learning.

These aspects include the extent to which the teacher:

- promotes peer-tutoring
- promotes student self-management
- uses verbal and nonverbal reinforcement
- is aware of and sensitive to student interests and needs

STRUCTURE AND PLACEMENT

INSTRUCTIONAL OBJECTIVES refers to:

the specificity and clarity of the goals of instruction,

the degree to which curriculum materials match the objectives, and

the frequency with which new objectives are presented.

STRUCTURE AND PLACEMENT

MATCHING refers to:

the procedures used to assign students to specific curriculum materials,

the ease and frequency with which students and materials are matched, and

the extent to which students are assigned to materials suited to their abilities and needs.

STRUCTURE AND PLACEMENT

GROUPING refers to:

the number and size of groups in which students receive instruction, and

the frequency with which regrouping occurs.

STRUCTURE AND PLACEMENT

SEQUENCING refers to:

the clarity of the sequence of instruction, and

the ease with which the sequence can be modified when necessary.

PACING refers to:

the extent to which students progress through the sequence at the appropriate pace.

INSTRUCTIONAL EVENTS

INSTRUCTIONAL INTERACTIONS refers to:

the extent to which the teacher and students interact on matters directly related to reading (math) instruction,

the number of students with whom the teacher generally interacts, and

the degree to which students participate in interactions with the teacher that concern instructional matters.

INSTRUCTIONAL EVENTS

CLASSROOM MANAGEMENT refers to:

certain aspects of the organization of the classroom environment and the people in it.

These aspects include:

- control of disruptive student behavior
- organization of materials and equipment, and
- scheduling of staff activities

PSIP
9H14

PSIP Evaluation Form 2

Program Analysis - Session I

School ______________________ Date ____________________

You have just been a participant in a session that focused on program analysis techniques. Would you please respond to the following items so we can evaluate and revise the format or content for future sessions with other schools? Return completed forms to the LAT coordinator within five days.

1. What changes would you make in this session if it were to be presented again?

2. What activities were most useful to you?

3. The content of the presentation was:

	Yes	No	To Some Degree
a. practical.	___	___	___
b. relevant to our purposes in attending the meeting.	___	___	___
c. limiting--in terms of what we want to do.	___	___	___

4. Most of what was presented was:

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
a. old hat--I've heard it many times before.	___	___	___	___
b. a new look at concepts I had been introduced to before.	___	___	___	___
c. too theoretical.	___	___	___	___
d. practical and useful.	___	___	___	___
e. not useful.	___	___	___	___
f. a waste of time.	___	___	___	___

PSIP Evaluation Form 2 (cont'd.)

5. The data we expect to collect will provide us with information:

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
a. that we don't have now.	___	___	___	___
b. that could have been collected other ways. (Please list any suggestions.)	___	___	___	___
c. should be helpful in the LAT's decision making.	___	___	___	___
d. will probably not be used.	___	___	___	___
e. will probably be written in a report and forgotten.	___	___	___	___

6. As a result of this session: (Check (√) appropriate answers)

a. I feel well prepared to work through program analysis. ___
b. I understand why we're doing program analysis. ___
c. I am satisfied with the decisions we made about what to look at in program analysis. ___
d. The concept of program as used in this session goes beyond my usual idea of what a program is. ___

7. I feel that the activities we're planning on doing during program analysis will:

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
a. provide us with data that are essential to our decision making for improvement	___	___	___	___

PSIP Evaluation Form 2 (cont'd.)

7. (cont'd.)

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
b. were predetermined by the SAT.	___	___	___	___
c. are unnecessary--we could make our decision without this phase.	___	___	___	___
d. seem to be unrelated to our purposes in terms of improving instruction.	___	___	___	___

8. The sequence in which the major concepts or ideas were presented in this session: (Check (✓) all appropriate answers)

   a. was in good logical order. ___
   b. seemed to lack organization. ___
   c. jumped from one topic to another without any relationship between the parts. ___
   d. needed to be reorganized and presented in this order. (Please write in your suggestions.) ___

9. The total experience today was: (Check (✓) appropriate answers.)

   a. well-planned with opportunity for the LAT to make decisions about the direction to take. ___
   b. designed to lead the LAT to decisions predetermined by the SAT. ___
   c. well-planned with the SAT setting the direction for the LAT. ___
   d. one that I felt increased my professional competencies. ___

PSIP Evaluation Form 2 (cont'd.)

10. The variables presented for consideration were: (Check (√) appropriate answers.)

    a. familiar to me. ___
    b. unrealistic. ___
    c. adequately defined. ___
    d. agreeable with my perceptions based on classroom experiences. ___
    e. not related to our student needs statement. ___

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 10 NEEDS ASSESSMENT -- PROGRAM ANALYSIS REPORT

PURPOSE: To review and discuss data collected and then reach a consensus on areas of program needs.

OBJECTIVES:

To present program needs analysis data to the LAT.

To discuss, weigh, and prioritize areas of program need.

To write a final statement of program needs.

To collect data for feedback to the linker.

EXPECTED OUTCOMES: A summary statement identifying specific areas of the program for improvement.

TIME: This module may take less than a full day to complete. If time is available, you may want to complete Module 11 also. See Alternative Strategies.

MATERIALS:

A summary of program analysis for each participant

Handouts: Agenda; 10H1; 10H2; 10H3

Pencils and paper

Blackboard and chalk or newsprint and marker

MODULE 10 NEEDS ASSESSMENT -- PROGRAM ANALYSIS REPORT

ACTIVITIES:

1. Introduction (10 minutes)

Rationale. Stages in the PSIP process should be reviewed.

Materials	Strategy
Agenda	Distribute the agenda and review it. Then, review the activities done in Module 9. List the sources from which the data to be discussed today have been gathered. Describe any unusual incidents experienced during the collection of the data and the general attitude and reactions of the individuals contacted. Describe how the data was organized and summarized.

2. Summarizing Program Analysis Data

A. LAT Discusses Program Analysis Summary (65 minutes)

Rationale. LAT members need to discuss the analysis by construct in order to reach a consensus regarding conclusions about the analysis.

Materials	Strategy
Copies of the Program Analysis Summary 10H1, Summary Statements on Classroom Variables	Distribute copies of the program analysis summary and handout 10H1. Have the LAT read the items on the program analysis summary which relate to the Opportunity construct. Encourage them to make notes about the data on page 1 of handout 10H1 under the appropriate variables. The notes would be comments they wish to make about the summary: things they wish to know more about, that they do not understand, or feel are incorrect, important, etc.
Newsprint or Chalkboard	Have the LAT discuss their comments. Open the discussion by offering your own summary of the data as an example of what should come out of the activity. Emphasize that it is your own summary statement, and that theirs may well differ from yours. Remind them that the summary can be positive as well as negative. As the LAT discuss the data and arrive at consensus regarding how to summarize, note these agreements on the flip chart for later use in preparing the formal summary.

2. A. LAT Discusses Program Analysis Summary (cont'd.)

Materials	Strategy
	Go on to the next construct and the next page of handout 10H1 and repeat the above process. However, you may omit providing a sample summary unless you feel it is absolutely necessary. Repeat the process for the remaining constructs.

BREAK (10 minutes)

B. Reaching Consensus Regarding a Program Needs Statement (40 minutes)

Rationale. LAT needs to reach a consensus regarding the conclusions drawn from the Program Analysis in terms of the items of greatest concern.

Materials	Strategy
10H2, Program Needs Statement	When all constructs have been discussed, display all the newsprint pages. Have the LAT review the pages. Ask them to make sure the items make sense and there are no contradictions. Have them look for interrelationships that can be brought out in the Needs Statement. Ask them to make notes on handout 10H2, using the three RUPS questions as an outline. Remind them to focus upon program needs not student needs. If feasible you may wish to complete the Formal Program Needs Statement at this time.

3. Implications of Program Needs (60 minutes)

Rationale. Provide an opportunity for the SAT and LAT to consider possible methods of addressing those variables noted most in need of improvement.

Materials	Strategy
Blackboard or Newsprint	The variables which the LAT feels need to be addressed should be listed. SAT and LAT members should then "Brainstorm" alternative methods of impacting the variable. The methods should be explored in terms of feasibility, chances of success, fit with school philosophy, and faculty beliefs and practices. A list of the most likely methods should be developed.

4. Summary (10 minutes)

Rationale. The importance of the day's activities should be emphasized.

Materials	Strategy
10H3, PSIP Evaluation Form 3 - Evaluation of the Program Data Analysis Session	Distribute Evaluation Form 3 and ask LAT to complete it and return it to the LAT coordinator within a week.
	Present a brief description of Module 11 and explain how today's outcomes are essential to future activities.
	Describe what will take place between now and the next meeting and who will be responsible for any preparations.

FOLLOW-UP: SAT may want to spend time prior to Module 11 discussing a synthesis for all data for school improvement (student needs, program needs, general needs statement, pulse report, etc.). One member of SAT should assume the responsibility for preparing the synthesis. All SAT members should understand and concur with the synthesis to be presented. The form for completing the synthesis is in Module 11 along with a sample summary.

Collect the PSIP evaluation forms from the LAT coordinator and analyze the results.

ALTERNATIVE STRATEGIES:

1. You may wish to accomplish Activity 2A, LAT Discusses Program Analysis Summary, by having the LAT read the entire report before discussing. If so, proceed as follows:

   a. Distribute copies of the Program Analysis Summary and handout 10H1.

   b. Have the LAT read the entire report. Encourage them to make notes as they read, entering comments, questions, disagreements, etc., under the appropriate constructs on the handout.

   c. Have them share their notes for each variable and resolve any disagreements regarding interpretation or priorities. As they discuss the data and arrive at a consensus, record these agreements on the flip chart.

2. You may wish to save time in this session by having the participants read the Program Analysis Summary prior to the session. In this case, mail the completed summaries to the participants, giving them

ALTERNATIVE STRATEGIES: (Cont'd.)

2. (cont'd.)

enough time to read the summaries. In an accompanying letter, you might remind them of the activities that will take place during the session.

Before deciding to mail the report, think carefully of the possibility that the report may cause negative affects in some readers. If you decide to mail the report, you might consider contacting the LAT coordinator before the next meeting to determine whether the report has aroused some negative feelings.

3. If you plan to complete Module 11 on the same day as Module 10, you will need to have a completed summary of all of the reports and summaries produced so far; viz., the Program Summary, Student Needs summary, the pulse report, and the General Needs Statement. Have the LAT coordinator or a part of the LAT prepare the overall summary.

Agenda

Module 10 Needs Assessment -- Program Analysis Report

I. Introduction

The purpose of Program Analysis and methods used to collect data are reviewed.

II. Program Analysis Report

A. LAT Discusses Program Analysis

The LAT discusses the program analysis summary and some conclusions that might be drawn from the summary.

B. Reaching Consensus Regarding a Program Needs Statement

The conclusions reached in II. A. are pooled and a consensus regarding a Program Needs Statement is reached.

III. Implications of Program Needs

Alternative methods of addressing various program needs are suggested, and explored in discussion. Constraints in terms of school or faculty philosophy, practices, and resources are explored.

IV. Summary and Preview

The day's activities are summarized; how meeting outcomes will be used in Module 11 is explained; and the activities of Module 11 are outlined.

SUMMARY STATEMENTS ON CLASSROOM VARIABLES

OPPORTUNITY

Time -

Criterion-Relevant Instruction -

SUMMARY STATEMENTS ON CLASSROOM VARIABLES (cont'd.)

MOTIVATORS

Curriculum Motivators -

Interpersonal Motivators -

SUMMARY STATEMENTS ON CLASSROOM VARIABLES (cont'd.)

STRUCTURE

Instructional Objectives -

Matching -

Grouping -

Sequencing and Pacing -

SUMMARY STATEMENTS ON CLASSROOM VARIABLES (cont'd.)

INSTRUCTIONAL EVENTS

Instructional Interactions -

Classroom Management -

Inservice -

PROGRAM NEEDS STATEMENT

Who is affected?

What are the major program needs?

What are the goals for program improvement?

PSIP
10H3

PSIP Evaluation Form 3

Evaluation of the Program Data Analysis Session

School ______________________________ Date ________________________

Rate each of the items listed below in terms of its contribution to the LAT's decision on priority areas to be considered during PSIP.

	Not at all useful	Somewhat useful	Provided new insights	Couldn't have set priorities without it
	1	2	3	4
1. The written summaries of our school data for:				
a. Time	___	___	___	___
Comments:				
b. Criterion-Relevant Instruction	___	___	___	___
Comments:				
c. Curriculum Motivators	___	___	___	___
Comments:				

PSIP Evaluation Form 3 (cont'd.)

	Not at all useful	Somewhat useful	Provided new insights	Couldn't have set priorities without it
	1	2	3	4
1. (cont'd.)				
d. Interpersonal Motivators	___	___	___	___
Comments:				
e. Instructional Objectives	___	___	___	___
Comments:				
f. Matching	___	___	___	___
Comments:				
g. Grouping	___	___	___	___
Comments:				

PSIP Evaluation Form 3 (cont'd.)

	Not at all useful 1	Somewhat useful 2	Provided new insights 3	Couldn't have set priorities without it 4
1. (cont'd.)				
h. Sequencing and Pacing	___	___	___	___
Comments:				
i. Instructional Interactions	___	___	___	___
Comments:				
j. Classroom Management	___	___	___	___
Comments:				
k. Inservice	___	___	___	___
Comments:				

PSIP Evaluation Form 3 (cont'd.)

	Not at all useful	Somewhat useful	Provided new insights	Couldn't have set priorities without it
	1	2	3	4
2. Intrinsic Curriculum Analysis	___	___	___	___

3. How helpful did you find the analysis of the content of the standardized tests? Will you use this information again in any way?

4. What changes will you make in your classroom teaching on the basis of the information you received today?

5. Which data were not useful?

6. Which data were most useful?

7. Did any of the findings of the teacher questionnaires and/or interviews surprise you? In what way?

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 11 SCHOOL NEEDS DEFINITION SUMMARY

PURPOSE: To summarize the results of the Pulse visit and the General, Student, and Program Needs Statements and to have the LAT select the alternatives that appear to address the greatest number of high priority needs, and that appear to be feasible for the school.

OBJECTIVES:

To reach a consensus on the priority of student and/or program needs.

To discuss possible types (student materials, teacher training, management systems, etc.) of outcomes suggested by the school's needs.

To discuss the advantages of various types of outcomes and the constraints operating in the situation for the purpose of prioritizing the most promising types of outcomes.

To identify needs to be addressed in the formal selection phase of the PSIP process.

To identify needs to be addressed outside of the formal selection phase of the PSIP process.

To collect data for feedback to the linker.

EXPECTED OUTCOMES: A LAT consensus concerning the types of alternatives to be considered in the selection process. A date for the next meeting.

TIME: This module takes one-half day to complete. It may be conducted on the same day as Module 10, if the SAT has had time to consider the results of program analysis. Ensure that there will be enough time allowed in Module 11 for a reasonable discussion.

MATERIALS:

Copies of the program summary, student needs summary, pulse report, and general needs statement

A Needs Assessment Summary chart of the reports listed above prepared by the SAT

Handouts: Agenda; 11H1

Blackboard and chalk or newsprint and marker

MODULE 11 SCHOOL NEEDS DEFINITION SUMMARY

ACTIVITIES:

1. Introduction (5 minutes)

Rationale. The purpose of the activity needs to be explained to the LAT.

Materials	Strategy
Agenda	Distribute copies of the agenda and review it. Then, have the LAT look at all the data collected to date and discuss types of outcomes that appear to address their needs and situation. Explain that the most promising types will be elected for examination in the selection phase.

2. Focusing on Possible Alternatives

A. SAT Presentation of Needs Summary (25 minutes)

Rationale. The SAT needs to present to the LAT its analysis of all data collected to date and the implications these appear to hold for potentially useful outcomes.

Materials	Strategy
Copies of Needs Assessment Summary chart Copies of student needs summary, program needs summary, and pulse report as needed	Describe the Needs Assessment Summary as follows: 1. Read each entry under the Pulse Visit column; explain that the data came from the Pulse Visit report given in Module 5. Ask if there is agreement on the column entries. 2. Repeat step 1 for each column. 3. Explain how the first row was constructed; i.e., from similar concerns, topics, ideas that appeared across the various statements. 4. Discuss the implications that the first row has for selecting ways to attend to those concerns: what materials, training, systems, strategies, etc., might be used, selected, or hunted for? Have the SAT note down alternative approaches. 5. Repeat step 4 for the remaining rows.

2. Focusing on Possible Alternatives (cont'd.)

B. Discussion of SAT Presentation (20 minutes)

Rationale. The LAT's reaction to the presentation needs to be heard.

Materials	Strategy
	Invite the LAT to offer additions, deletions or alternative views. The merits of the various alternative views should be discussed.

C. Listing of Alternative Approaches (15 minutes)

Rationale. Alternative ways of handling the concerns on the Needs Summary should be listed in order to measure them later against feasibility and priority criteria.

Materials	Strategy
Blackboard or Newsprint	Go back over each row of the Summary. Ask the SAT to volunteer their ideas for addressing the concerns. List the alternatives they came up with. Remind them to listen to others' suggestions; it may trigger some new alternatives.

3. Considering Alternatives (1 - 2 hours)

Rationale. It is important to examine various types of strategies in light of constraints, suitability, and the needs addressed.

Materials	Strategy
Blackboard or Newsprint	Post the various alternatives listed in Activity 2C. Ask the LAT to examine them in terms of the following: a. The number of high priority needs met. b. Feasibility in terms of cost, resources, materials, schedules, and teacher practices. c. Suitability to school and faculty philosophy and practices. d. Research indications of success in similar situations. List advantages and disadvantages of each alternative.

4. Selection of Alternatives (30 to 60 minutes)

Rationale. The types of outcomes that appear to be best suited to the school's needs have to be selected.

Materials	Strategy
List from Activity 3 Blackboard or Newsprint	Have the LAT separate the alternatives into two lists. The first should contain those that can be adopted and implemented without having to go through the formal PSIP selection process. These might include changes in schedule, student grading, or day-to-day classroom practices. The second list should contain those that must go through a formal selection process; e.g., new curriculums, teacher inservice, or management systems training. Then, have the LAT prioritize the items in each list.

5. Summary (15 minutes)

Rationale. The LAT should be prepared for the selection phase. It is possible that some or all of the selected outcomes will not need to go through the selection process. Those that do not, will be discussed again in Module 19. If no outcomes need to go through the selection the LAT may move directly to activities in Module 19. Also, the linker needs feedback on the module.

Materials	Strategy
	Review the major decisions. Give the LAT an overview of where they are in the PSIP process and of the specific activities of the selection phase that follows. These activities are:

Module 13	Introduction to selection
Module 14	Establishment of ground rules
Module 15	Identification and determination of criteria for selection
Module 16	Introduction of possible outcomes and application of selection criteria against possible outcomes (initial screening)
Module 17	Application of selection criteria, program analysis and student needs against initial screening candidates (fine screening)
Module 18	Intrinsic analysis report and final ballot
Module 19	Selection summary, writing of detailed description of program to be implemented and determination of impact of selection on those

5. Summary (cont'd.)

Materials	Strategy
	Module 19 (cont'd.) directly affected by implementation and the district administration.
11H1, PSIP Evaluation Form 4, LAT Overall Evaluation of Needs Assessment	Hand out Evaluation Form 4, and ask the LAT to complete it and return it to the LAT coordinator within the next week.

FOLLOW-UP: Summarize results of the day's discussion and make the summary available to the LAT/SAT, especially to those responsible for knowledge consolidation/selection.

Collect PSIP evaluation forms from the LAT coordinator and analyze the results.

Agenda

Module 11 School Needs Definition Summary

I. Introduction

The purpose of Module 11 is discussed. The module is a transition point from Needs Analysis to the Selection Process.

II. Focusing on Possible Alternatives

A. Needs Analysis

The SAT will present an analysis of themes or trends present in the student needs statement, program statement, general needs statement, pulse-visit report, and other data sources.

B. LAT Reaction

The interpretation just presented and additions or deletions are discussed.

C. Listing Alternatives

The LAT will list possible alternative approaches to addressing the needs.

III. Considering Alternatives

The LAT/SAT discuss the suitability of various types of outcomes for the individual school's needs and constraints.

IV. Prioritizing Possible Alternatives

The LAT selects one or more major types of outcomes as most practical and applicable to the needs and constraints.

V. Summary and Preview

A summary of major decisions reached in Module 11 and an overview of the selection process are presented.

SAMPLE NEEDS ASSESSMENT SUMMARY CHART

PULSE	GENERAL NEEDS	STUDENT NEEDS	PROGRAM NEEDS
Displays and feedback provide motivation.	Self concept and attitude toward school.	Improve attitude toward school and self concept in grades 3, 4, 5. Maintain in primary grades.	More attention to helping students manage their own behavior. Increase attention of students.
	Weakness in mathematics.	Primary--basic facts in open sentences, increase skills in money, time and metrics. Intermediate - speed in facts, cross factoring, order fractions, estimate, word problems, metrics.	More time to work with individuals, predominant use of whole class instruction; emphasis on math medium, high.
Evidence of diagnostic individualized teaching in several classrooms; interaction between classroom desired; desire for management techniques.	Diagnose performance and place in sequential development program.		Wide variety of grouping patterns; whole class instruction predominates relatively large number of transfers in/out; interest in management of small groups.
Lack of supplementary materials - sparse use of manipulatives	Workshops and assistance in management techniques to meet individual needs.		Teachers expressed interest in inservice on supplementary materials and management.

NEEDS ASSESSMENT SUMMARY CHART

PULSE	GENERAL NEEDS	STUDENT NEEDS	PROGRAM NEEDS

PSIP
11H1

PSIP Evaluation Form 4

LAT OVERALL EVALUATION OF NEEDS ASSESSMENT

School ______________________ Date ________________

As a member of your school's Local Action Team (LAT), you have participated in several major Pennsylvania School Improvement Program (PSIP) activities. PSIP has two primary purposes: (1) to help schools improve instruction in basic skills and (2) to help school staff members develop skill in using a problem solving approach in planning instruction. The total PSIP process is divided into four major phases: (1) Needs Identification, (2) Knowledge Consolidation (search for alternative approaches/ Research and Development (R & D) outcomes), (3) Selection of an R & D outcome and (4) Installation of an R & D outcome.

Will you please answer the items below to provide us with your opinion of the effectiveness of your experiences during the Needs Assessment phase of PSIP.

A. PSIP PROCESS. Check (✓) the appropriate response.

As a member of my school's LAT, I feel that, through the PSIP activities this year:	Completely	To Some Extent	Not At All
(1) I developed an understanding of the phases of the PSIP process.	___	___	___
(2) I developed an awareness of the interrelationships among the PSIP activities.	___	___	___
(3) I acquired skill in using specific needs identification strategies.	___	___	___
(4) I acquired knowledge of the sources available to help in needs identification.	___	___	___
(5) I acquired knowledge of the sources available to help in locating R & D outcomes available to meet an identified need.	___	___	___

PSIP Evaluation Form 4 (cont'd.)

B. NEEDS IDENTIFICATION STRATEGIES. In both Column 1 and Column 2, please check (✓) the appropriate response.

	Column 1 I am able to do this more effectively as a result of PSIP experiences.		Column 2 I expect this to be of use to me in other situations.	
Needs Identification Strategies	Yes	No	Yes	No
1. Specifying desired student needs.	___	___	___	___
2. Setting realistic standards for student performance.	___	___	___	___
3. Determining differences that exist between desired student performance and current student performance.	___	___	___	___
4. Summarizing student needs in a manner that communicates these needs clearly to other persons.	___	___	___	___
5. Analyzing a curriculum program.	___	___	___	___
6. Summarizing the analysis of a curriculum program in a manner that communicates program needs to other persons.	___	___	___	___
7. Integrating statements of student need and program analysis statements into a comprehensive description of total needs.	___	___	___	___
8. Establishing criteria to be used in selecting R & D outcomes to be installed in our school.	___	___	___	___

PSIP Evaluation Form 4 (cont'd.)

C. CONTENT OF MAJOR SAT/LAT SESSIONS. Check (√) the appropriate response to each item.

	Yes	To Some Extent	No
1. I thought the major Needs Assessment sessions were well balanced between theory and fact.	___	___	___
2. I felt that more specific ideas should have been presented.	___	___	___
3. I felt that the content of major Needs Assessment sessions was pertinent to my needs and interests.	___	___	___
4. The content of the major Needs Assessment sessions will be of practical use to me in other situations.	___	___	___

D. REACTION TO THE TOTAL PSIP PROGRAM	Yes	No
1. Did PSIP meet your expectations based on advance information?	___	___
2. Would you recommend PSIP to other schools?	___	___

2a. Why? (Describe briefly)

3. Which major PSIP activity was most valuable?

3a. Why? (Describe briefly)

4. Which PSIP activity was least valuable?

4a. Why? (Describe briefly)

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

THE LINKER'S HANDBOOK FOR CURRICULUM IMPROVEMENT STRATEGIES

Volume II
Modules 12 through 23
Program Selection, Implementation and Evaluation

Developed and Produced by

Pennsylvania School Improvement Program
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PREFACE

The purpose of the School Improvement Process Linker's Handbook is to facilitate the implementation of the Pennsylvania School Improvement Program(PSIP) process in participating schools and districts. PSIP offers school districts an opportunity to learn a tested curriculum improvement process and to apply that process to a local school program. The process is accomplished through the mediation of a linker, a person who has been trained to assist school districts to make improvements. This handbook has been prepared for use by that linker.

This volume of the Linker's Handbook contains Module 12 through 23. These modules cover the activities necessary to complete the selection, implementation and evaluation phases of PSIP. Refer to the introduction sections of Volume 1 for a detailed explaination of the complete process as well as a description of the linker's roles and responsibilities in the process. In addition, Volume I contains a description of the kinds of information contained in each activity module along with some suggestions regarding how a linker might plan for and conduct a module.

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 12 INTRODUCTION TO SELECTION

PURPOSE: To introduce to the LAT the process of Selection, the source of potential products from which the selection is made, and the procedures for determining how the selection is to be made.

OBJECTIVES:

To present to the LAT the process of selection as outlined in the next six modules.

To describe the major sources of outcomes.

To explain to the LAT what selection is and what it is not.

To discuss the district's existing curriculum selection practice and policy.

EXPECTED OUTCOMES: The LAT's understanding of the basic process of selection.

TIME: Modules 12 and 13 are usually presented together and can be completed in a half-day session.

MATERIALS:

Handouts: Agenda; 12H1 - 12H4

Samples of NDN or NIE products, suggested items - Wisconsin Design For Reading Skill Development.

MODULE 12 INTRODUCTION TO SELECTION

ACTIVITIES:

1. Introduction (15 minutes)

Rationale. The LAT needs to know what the activities of the Selection phase are and approximately how long it should take to accomplish this phase.

Materials	Strategy
Agenda	Review the agenda.
12H1, The Four Phases of PSIP	Briefly introduce the Selection phase. Indicate where the Selection phase is in regard to other phases. Review the time line and agenda for the Selection phase.
12H2, Selection Phase Modules	
12H3, Selection Phase Calendar	

2. Description of the Process of Selection (30 minutes)

Rationale. The LAT needs to know what assumptions and givens are inherent in the selection process.

Materials	Strategy
12H4, Description of the Selection Phase	Review the assumptions and givens, the sources of the R&D outcomes, and the questions about curriculum selection. Give participants time to read handout 12H4 and invite questions on the narrative from the LAT. Discuss the school district's existing selection policies and practices.

3. Summary and Preview (5 minutes)

Rationale. There is a need to ensure a common understanding of the Selection phase and to prepare the group for the next activity.

Materials	Strategy
	Briefly review selection process and transition to the ground rules activities, Module 13.

FOLLOW-UP: Summarize the day's discussion and make the summary available to the LAT/SAT.

Agenda

Module 12 Introduction to Selection

I. Introduction

The purpose of Module 12 will be discussed. This module gives an overview and timeline to the Selection phase process.

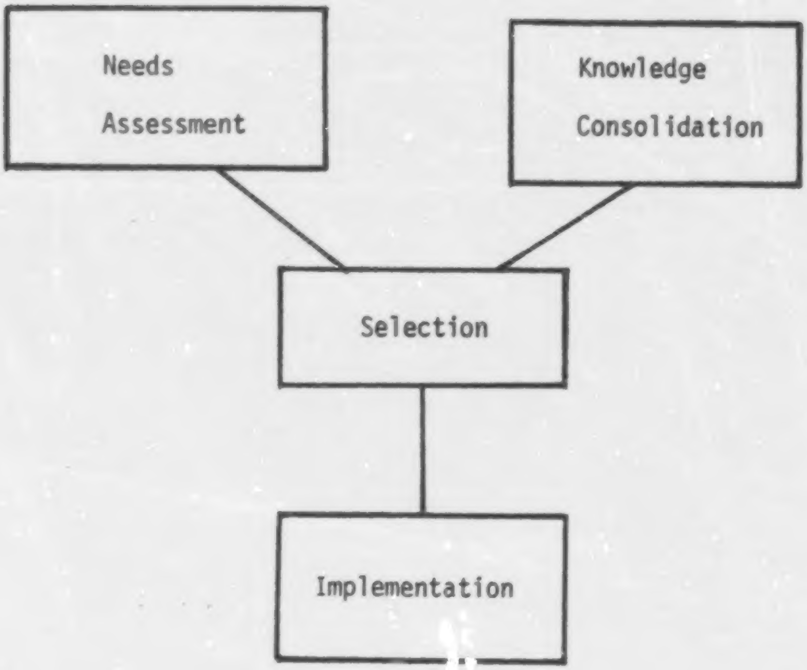
II. Description of the Process of Selection

An explanation is given for the sources for the outcomes in Selection, the assumptions and givens in the process, and the manner in which curriculum is currently selected in the school district.

III. Summary and Preview

A summary of the day's activities is presented along with a preview of the activities involved in Module 13, Selection Ground Rules.

THE FOUR PHASES OF PSIP


Needs
Assessment
Knowledge
Consolidation
Selection
Implementation

PSIP
12H2

SELECTION PHASE MODULES

MODULE 12 (Approximately 1/2 hour)	Introduction to Selection
MODULE 13 (Approximately 1-2 hours)	Establishment of Ground Rules
MODULE 14 (Approximately 3 hours)	Identification and Determination of Criteria for Selection
MODULE 15* (Approximately 1 1/2 hours)	Introduction of Possible Outcomes
(Approximately 2-3 hours)	Application of Selection Criteria Against Possible Outcomes (Initial Screening)

Separation by two weeks

Module 16 (Approximately 2-3 hours)	Application of Selection Criteria, Program Analysis and Student Needs Against Initial Screening Candidates (Fine Screening)
Module 17	Intrinsic Analysis (optional)
Module 18	Selection Summary
(Approximately 3 hours)	Writing of detailed description of program to be implemented
(Approximately 1 hour)	Determination of Impact of Selection on those directly affected by Implementation and the District Administration

* This session should be separated from the final session of Needs Analysis by 4 weeks to allow for the acquisition of relevant possible outcome from defined pool.

SELECTION PHASE CALENDAR

Week Number	1	2	3	4	5	6	7	8
MODULE								
MODULE 10 (Needs Assess. Program Analysis Report)	△							
Module 12	△							
Module 13	△							
Module 14	△							
Module 15					△			
Module 16							△	
Module 17 (Optional)							△	
Module 18							△	

PSIP
12H4

DESCRIPTION OF THE SELECTION PHASE

Introduction

The Selection phase of PSIP includes activities designed to (1) determine rules and procedures for the manner in which products and/or processes will be selected, (2) establish very specific criteria for selecting a product or process and analyzing and comparing programs, (3) select the most appropriate programs and (4) prepare a detailed description of the final selection in preparation for Implementation.

In the Selection phase, several interdependent modules are presented. Module 13 in Selection provides the Local Action Team with an opportunity to determine rules by which the team will operate and to make decisions on selecting the outcomes. Module 14 activities are related to the selection of criteria against which the products and processes of the Knowledge Consolidation effort are screened. Modules 15 and 16 are composed of a series of elimination round procedures. Module 18 contains transition activities to the Implementation hase.

What are we looking at in the selection process? There are several definitions of what a final selected item might be. For our purposes we are calling the final result an outcome. The outcome may be a product, a process, a curriculum program, an instructional material, etc. Some definitions given for these outcomes follow.

Definitions

Instructional materials. Those items designed to assist the learner in the teacher learning process. They take many forms and may be consumable or expendable and vary greatly in their anticipated useful life.

Curriculum program is defined as a program having objectives, instructional and evaluation materials, a teacher's guide and staff training materials.

Education R&D Outcomes. Those curricula, products, skills, programs, instruments, teaching and management methods and techniques, and the like that are produced by disciplined inquiry involving activities normally considered part of the R&D process such as conceptualizing, hypothesizing, model developing, field testing, data gathering and analyzing, and evaluating. Empirical evidence of effectiveness judged according to professionally acceptable standards is also a hallmark of R&D outcomes. Included in this definition are those programs developed by local schools and shown to be effective and of high quality.

The PSIP Knowledge Consolidation effort has resulted in an array of basic skills outcomes from many sources; for example, Catalog of NIE Education Products, The National Diffusion Network, Right to Read and the Project Infomation Packages.

Keep in mind then, that Selection is a decision-making process for choosing a way to get from where we are to where we want to be. Furthermore, the decision-making will be done by a group (the LAT) and its decision will take the form of a recommendation to the district for implementation.

Assumptions

In carrying out the selection process, we make a number of assumptions and ask the LAT to accept them with us.

1. Different kinds of information are needed on R&D outcomes at different points in the process leading to a selection decision.

2. Your LAT's problem definition and program analysis efforts will most affect the nature of the R&D outcome information required.

3. Respectable third party judgments on outcome characteristics are initially more useful than new analyses, and are more likely to describe outcomes in "comparable terms."

4. While group decisions are not necessarily better than individual decisions, your LAT, as a representative group, has developed a sense of group ownership for the student and program needs and has agreed to share your own knowledge and expertise in seeking a solution.

5. The LAT has a functioning mechanism to keep the administration and the board informed of its progress.

PSIP Givens

Along with these assumptions there are a number of "givens" or rules by which we must operate.

1. Each LAT will select only one R&D Outcome for recommendation for implementation. (However, a combination of parts from a number of R&D Outcomes could be considered.)

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2. PSIP will not be able to work out individual programs for each teacher in a team.

3. The LAT will establish the criteria and the ground rules for the selection process.

4. Both the SAT and the LAT will, in the PSIP selection process, work within the policies and protocols of the local school district.

In order to assure adherence to this last "Given," it would be useful to discuss the LAT's understanding of this district's existing selection practice and policy.

- Who currently decides what curriculum will be used?
- How often is curriculum changed?
- Who decides on the topics of inservice for teachers?
- How is inservice related to improvement efforts?
- How are needs assessed for curriculum change?

Finally, it is expected that the LAT's efforts in Selection will result in a recommendation that will call for the school to

1. Do more of what it is now doing, or
2. Do something in addition to what it is now doing, or
3. Stop doing something it is now doing and do something else, or
4. Doing what it is now doing, only better, or
5. Doing some combination of the above

Of course, if the Selection process results in a replacement decision (#3), the current program will be screened against the selection criteria along with any new R&D Outcomes.

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PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 13 SELECTION GROUND RULES

PURPOSE: To have LAT decide on ground rules that will apply throughout the Selection phase.

OBJECTIVES

To understand why ground rules are needed.

To determine a list of not more than ten rules.

EXPECTED OUTCOMES: The LAT will produce a list of not more than ten ground rules.

TIME: Modules 12 and 13 are usually presented together and can be completed in a half-day session.

MATERIALS:

Handouts: Agenda; 13H1 and 13H2.

MODULE 13 SELECTION GROUND RULES

ACTIVITIES

1. Introduction (5 minutes)

Rationale. The LAT needs to know the purpose of the module and what activities are involved.

Materials	Strategy
Agenda	Review the Agenda and briefly explain the intent of the module.

2. Rationale for Ground Rules (10 minutes)

Rationale. There is a need to explain why ground rules are needed.

Materials	Strategy
13H1, Establishment of Ground Rules	Give the LAT time to read handout 13H1, then discuss it.

3. Determine Ground Rules (20 minutes)

Rationale. In order to select appropriate outcomes, there is a need to set ten or less ground rules for the Selection phase.

Materials	Strategy
13H1, LAT Ground Rules Worksheet	Ask LAT to suggest and discuss procedures with which they wish to work in Selection phase. Have the LAT decide on a maximum of 10 rules. A sample set of ground rules can be found in Appendix 13.

4. Summarize and Preview (10 minutes)

Rationale. The participants should be prepared for selecting criteria in the next module.

Materials	Strategy
	Record results of Module 13. Explain briefly the activities of the next module.

FOLLOW-UP: Summarize the day's discussion and make the summary available to the participants.

Agenda

Module 13 Selection Ground Rules

I. Introduction

The purpose of Module 13 will be presented.

II. Rationale for Ground Rules

The LAT will read about and discuss reasons why Ground Rules are needed.

III. Determination of Ground Rules by LAT

The LAT will establish not more than 10 Ground Rules to govern its selection activities.

IV. Summary and Preview

A summary of the day's activities is presented along with a brief description of the activities involved in Module 14, Identifying Criteria for Selection.

ESTABLISHMENT OF GROUND RULES

In order to make decision as a team, we need some ground rules.

Why do we need them?

- So we can come to consensus
- So we can divide the labor
- So we can alter criteria
- So we can communicate to others consistently

Do we have any already established for the LAT?

Possible Others:

A. Marking Consensus

B. Limiting Discussion

C. Involving others in the selection process (representation, selection criteria).

D. Marking acceptance by others

E. Coordinating the division of labor

   1. Reading
   2. Gathering more information
   3. Visiting a site and reporting to the group
   4. Presenting recommendation

F. Communicating

G. Altering these ground rules

LAT Ground Rules Worksheet

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PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 14 IDENTIFYING CRITERIA FOR SELECTION

PURPOSE: To introduce the LAT to criteria used by curriculum specialists to select instructional and process products and to have the LAT compile from these sources a set of their own Selection Criteria.

OBJECTIVES:

To present to the LAT a set of resource articles listing Selection Criteria.

To have the LAT choose criteria which they feel are important in selecting R&D outcomes.

EXPECTED OUTCOMES: An understanding by the LAT of Selection Criteria; a Selection Criteria list compiled by the LAT.

TIME: Module 14 can be completed in approximately 1/2 day. Modules 14 and 15 may be presented together for a full-day session depending on the number of outcomes to be introduced.

MATERIALS:

Handouts: Agenda; 14H1; 14H2 (5 pages); 14H3 (8 pages); 14H4; 14H5; Social Fairness Considerations from SWRL Kit (see below)

The school's Student Needs Statement from Module 8

The school's Needs Assessment Summary Chart from Module 11

SWRL Instructional Product Selection Kit (filmstrip, tape)

Filmstrip projector, cassette tape player, and projection screen

Chalkboard or newsprint

Eight 3x5 cards for each participant, plus extra cards to allow for mistakes

MODULE 14 IDENTIFYING CRITERIA FOR SELECTION

ACTIVITIES:

1. Introduction (15 minutes)

   Rationale. The participants need to understand how the criteria will be determined.

Materials	Strategy
Agenda	Review the agenda for the module.

2. Explanation of the Criteria used in Selection Process (30-45 minutes)

   Rationale. The participants should know something about the sets of criteria used in the Selection Process.

Materials	Strategy
Sample sets of R&D products; Catalogs of NDN/NIE; Commercial and others.	Present to the LAT the 3 factors to be considered in selection: a) Needs Assessment
14H1, Identification and Determination of Selection Criteria.	b) List of criteria to be generated by LAT
The Student Needs Statement.	c) District constraints (possible)
The Needs Assessment Summary Chart.	Allow the LAT time to read each handout, then discuss them one at a time.

3. Generation of LAT Selection Criteria (1-1 1/2 hours)

   Rationale. The participants must determine a set of criteria for selection after reviewing criteria suggested by authorities.

3. Generation of LAT Selection Criteria (continued)

Materials

SWRL Instructional Product Selection filmstrip & tape

Three readings:

14H2, Niedermeyer & Moncrief Guidelines for Selecting Effective Instructional Products

14H3, Ball, Marvin, & Tempkin Possible Selection Criteria

Social Fairness Considerations (from SWRL Kit

Filmstrip projector, tape recorder, and screen

2 pkgs. 3x5 cards

Chalkboard or newsprint

14H4, Generating LAT Criteria

14H5, LAT Selection Criteria Form

Strategy

Have the LAT view filmstrip. Then, have LAT read the articles. Review the directions on handout 14H4. Then, ask each particpant to work alone and write eight criteria he/she feels should be considered when selecting an outcome. After each person has written criteria, ask the participants to meet in groups of 3, discuss the criteria, and eliminate any duplicated items. Meet as a full group with representatives from each triad reporting on criteria selected. Compare cards and again eliminate duplications. Discuss the remaining criteria. If more than 10 criteria remain, rank the criteria and record the top 10 criteria on LAT Selection Criteria Form 14H5.

4. Summary and Preview (5 minutes)

Rationale. There is a need to review the activities of Module 14 and the criteria selected and to explain briefly the next activity.

Materials

Strategy

Explain how the three main sets of criteria will be used in reviewing the R&D products presented in Module 15.

FOLLOW-UP: Summarize the day's discussion and make the summary available to the participants.

ALTERNATIVE STRATEGIES: You may wish to save time in this session by having the participants read the three handouts on selection criteria prior to the session.

Agenda

Module 14 Identifying Criteria for Selection

I. Introduction

The linker presents the purpose of Module 14; that is, to determine the criteria used in the selection process.

II. Explanation of Criteria Used in Selection Process

The group will discuss the three types of criteria available to the group:

a. Those generated by the needs assessment activities

b. Those generated by the LAT themselves

c. Those that may be generated by district constraints

III. Generation of LAT Selection Criteria

The LAT will view a filmstrip and hear a tape on the Selection of Instructional Products. The LAT will then read three articles on criteria suggested by authorities. Finally, the LAT will compile a list of its own criteria.

IV. Summary and Preview

A summary of the day's activities will be presented along with a preview of Module 15, which will involve an initial screening of outcomes using the selection criteria generated by the LAT.

IDENTIFICATION AND DETERMINATION OF SELECTION CRITERIA

When you have completed the activities discussed in this module, you will have a list of selection criteria and a set of questions specific to your situation. The questions are to be answered for each criterion when analyzing the outcomes that survive the initial screening in the first elimination round.

Three factors need to be considered in the selection process: first, the assessment definition; second, the criteria generated by the LAT after reviewing samples from research and development authorities; and third, district restraints. The first factor will be referred to hereafter as two separate items: Student Needs and Program Analysis. The second will be referred to hereafter as Selection Criteria. The third will be considered only informally and will not appear on any of the forms used in the process.

The possible outcomes resulting from the Knowledge Consolidation effort come from several sources. Following are examples of the sources:

1. The Catalog of NIE Education Products

   600 products

   - Mathematics - 35 products
   - Reading and Language Arts - 4i products
   - Reasoning and Problem Solving - 18 products

2. National Diffusion Network

   - Reading - 45 programs
   - Mathematics - 13 programs

3. Pennsylvania Diffusion Panel

   - Reading - 10
   - Mathematics - 2
   - Reading and Mathematics - 1

4. Other sources such as commercial products and locally developed programs.

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14H2

Guidelines for Selecting Effective Instructional Products

Fred C. Niedermeyer
Michael H. Moncrief
SWRL Educational Research and Development
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The selection of instructional products is an extremely important task. Schools selecting textbooks are usually concerned with content and cosmetics. School decision-makers ask: Are the authors well known? Are the illustrations colorful and dynamic? Are the content and the approach up-to-date? Are the materials durable? Is the reading level appropriate?

Schools, in spite of their efforts, often end up disappointed with the materials selected. Teachers complain. Pupils are bored. The newspapers eventually tell us that school children are learning very little.

Fortunately, the situation is changing. Educators throughout the country are realizing that if instruction is to be effective, more is needed than a textbook or a set of attractively packaged materials. When instructional materials are being considered, hard questions need to be asked—hard questions that demand hard answers. Those who select instructional materials need to ask: What will be learned from a particular product? How will teachers know when learning has occurred? How well has the product worked in similar schools? Are materials available for training teachers and other staff? What procedures have been worked out for installing and monitoring the product in a school or a district?

The considerations suggested here are not exhaustive; others may also be

The Elem. Sch. J. 76:3, 127-131, Dec. 1975

useful. The questions are intended to define the elements of a complete instructional product. A product that lacks some of these elements is incomplete (1).

Consideration 1: outcomes

Does the instructional product specify outcomes that state what the learners will be able to do as a result of instruction?

Only when the outcomes of a program are clearly stated can educators make a valid assessment as to whether a program is worthwhile and appropriate for a particular group of pupils. One outcome of a beginning reading program might be the ability to sound out new words composed of letter sounds learned earlier. One outcome of a social studies program might be the ability to distinguish facts from opinion in historical writings and news articles.

Statements of outcomes should not be confused with the rhetoric that accompanies many programs. Here are two examples of rhetoric: "Students will learn citizenship skills required for a democratic society." "Children will show a ten-month growth on a standardized reading test at the end of six months." The statements give no clear idea about what pupils will learn to do during the school year.

Clearly stated outcomes are a necessary part of a complete instructional system, but they cannot insure that the product will yield the desired results. A product may have well-stated outcomes but lack materials to teach those outcomes and lack data from users' experience to indicate effectiveness of the product.

The outcomes of a product, however clearly stated, may not necessarily be the outcomes a certain user desires. A potential user will have to ask himself whether the outcomes a product is designed to promote are the outcomes he has in mind for his pupils. The question calls for a judgment on the worth of the outcomes of the product. Such judgments are outside the scope of the considerations presented here. Statements of outcomes, however, do provide a basis for judgments by individuals and groups responsible for instruction.

Consideration 2: assessment

Are there provisions for frequent assessment of pupils' progress toward instructional outcomes?

Without appropriate materials and procedures for assessment, it is usually impossible to know whether a product is effectively promoting the outcomes. Materials to assess pupils' learning should be keyed to clearly defined outcomes.

If pupils are to learn to draw human figures in which the body and the face are in correct proportion, the assessment should require pupils to draw human figures—not answer true-false questions about proportions.

Many forms of assessment are possible, including observations, projects, and written and oral tests. Whatever the form of assessment, it should require the behaviors stated in the outcomes. The teacher can use the results of the assessment to decide which individual pupils need additional or supplementary instruction.

Many products include achievement tests to be used at the end of the school year. The tests are useful for summary purposes, but more frequent assessment is also needed. To help pupils learn, the teacher needs to know each child's precise difficulties, and the information is needed during the school year while there is still time to provide the necessary instruction.

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Products that include appropriate materials for assessing a comprehensive sequence of outcomes lend themselves to the multilevel or nongraded approach. Placement tests make it possible to assign pupils to instructional levels according to each pupil's individual proficiency rather than according to age or grade in school. Pupils may then progress at a rate that is realistic and appropriate to their accomplishments and proficiencies.

A product that includes clearly stated outcomes and appropriate assessment has the advantage that teachers and pupils find it rewarding and motivating to see empirical evidence of growth. If an instructional product is well developed, the results of assessment are usually positive and can be shared with those concerned. Results that are not positive are a signal that changes are needed. Subsequent assessments will show whether the changes are effective.

Consideration 3: user experience data

Are data presented to indicate that outcomes have been consistently attained during previous use of the product in a wide range of situations and that users of the product have expressed satisfaction with it?

The answer to this question is extremely important. It tells whether the quality of a product has been verified in schools or whether it is a first draft of undetermined effectiveness. Reports documenting the development of sound instructional products invariably show that early versions of a product are substantially revised to increase effectiveness. Through a series of tryouts and revisions, "bugs" can be worked out until a product reliably promotes the intended outcomes. In a 1971 report from Educational Products Information Exchange, it was estimated that less than 2 per cent of all instructional products available on the educational market at that time had been tested before publication (2).

It is important to have empirical data collected during the development of an instructional product. Often developers and publishers rely on a few carefully chosen testimonials to substantiate the effectiveness of a product. Such testimonials are invariably positive, but may not be representative of the majority of users.

The most important basis for determining effectiveness should be the assessment of outcomes. Data that report pupils' proficiencies on the outcomes should be presented in a manner that clearly indicates the contribution that the product made to the attainment of the outcomes. Thus, the evaluation design should include control groups and achievement scores before and after instruction.

It is also desirable to ask whether the product has been field tested in a variety of school locations and situations. With information of this kind, potential users can arrive at a reliable estimate of the effectiveness of the product in their situation.

Finally, reports on tryouts should be complete but simple. Statistical expertise should not be required to evaluate the credibility of the data.

Consideration 4: materials

Does the product include instructional materials and activities that are keyed directly to the outcomes?

Instructional materials have traditionally been the primary basis for selecting a program. Considerations like visual appeal and overall durability are important, but should not outweigh the instructional value of the materials.

Instructional materials should be

keyed directly to outcomes. The materials should provide the means for the pupil to practice and improve on the skills defined in the outcomes. If the stated outcomes of an art program include drawing basic shapes and designs, the instructional materials should give children opportunities to practice these skills. It is also imperative that instructional materials be interesting and appealing to pupils, and convenient and easy for teachers to use.

Instructional materials should include procedures or suggestions for supplementary activities for children whose performance in the assessment checks indicates the need for further instruction. Supplemental practice can take a number of forms, including specially designed exercises that are individually administered by student tutors or adult paraprofessionals. Whatever form supplemental instruction takes, it should give pupils direct practice on materials designed to attain the outcomes established for the program.

Consideration 5: training

Does the product include materials and procedures for training teachers and other school personnel to use the instructional resources effectively?

The wider the instructional scope of the product, the more important this consideration becomes. The availability of training materials is more critical when selecting a complete elementary-school reading program than when selecting a two-week unit on map skills. For outcomes-based products requiring at least a semester or a year of instruction, the traditional teacher's edition of a textbook is usually inadequate. In an outcomes-based product, activities for instruction, assessment, and remediation are new to most teachers and require specialized materials and procedures (3). Many programs offer excellent instructional manuals and workshop materials that require less than a day of training. The materials clearly identify and define the responsibilities of all personnel —supervisors, administrators, paraprofessionals, and parents as well as teachers.

The training should clearly show how to obtain and recognize instructional effectiveness. Teachers should be given some idea of the average time classes need to complete an instructional unit and of the levels of achievement that learners should attain.

Consideration 6: reporting

Are materials and procedures included for teachers and administrators to credit the instructional accomplishments of pupils in a form understandable to parents and the public?

A complete instructional product contains resources for reporting class progress on a regular basis, not only to help teachers and supervisors improve pupils' performance, but also to keep relevant audiences informed of achievement during the year. The audiences might include parents, principals, teachers, supervisors, and board members. This system of reporting performance should be keyed to the outcomes of the product and to the assessment materials.

The performance reports can be prepared by the teacher, or a computerized system can be used to summarize records and print out reports. In either case, teachers and administrators will have data to identify areas where instruction needs to be analyzed and modified. The system should include tested procedures for teachers and supervisors to use when analyzing and modifying instruction to correct learning problems (4).

With a performance-reporting system, instructional accountability becomes meaningful in a positive way. Parents can be informed of their children's skills. Teachers, administrators, and supervisors can identify and correct instructional problems when and where they arise. In short, educators can make instructional decisions substantiated by data on pupils' learning. School officials who identify and do something about the learning problems of each pupil no longer need to make statements like "Johnny's behind in reading because he doesn't try hard" or "This class does not do well because the pupils come from disadvantaged homes." Educators can rid themselves of the blame-casting mold traditionally used to explain away classroom learning failures.

Consideration 7: time and costs

Are the time and the cost required to establish and operate instruction with the product acceptable to those involved and reasonable when expected outcomes are considered?

When selecting an instructional product, consideration must be given to the time and the costs involved. Many products require considerable time and commitment from school personnel. Some products require extensive teacher training—up to six weeks. Other products require the involvement of many individuals and a substantial reorganization of the school. The school staff must be prepared to accept such programs and to install and operate them effectively.

The decision must be made as to whether the time and the expense involved are worth the effort when matched against the benefits to be derived from pupils' attainment of the outcomes of the product. A product keyed to unimportant, trivial outcomes is likely to make inefficient use of everyone's time.

The type of product defined by the considerations listed here is quite unlike the traditional instructional textbook. Systematically developed, research-based instructional products are beginning to appear on the educational market. The questions presented here will increase the likelihood that publishers will step up the development of such products. Those interested in effective, reliable instruction for their schools will do well to seek out these products as they become available (5).

References

1. This paper resulted from the Mini-Training Course presented by the authors at the annual meeting of the American Educational Research Association in Chicago, April, 1974.
2. *American Education.* "Items," 7 (December, 1971), 32.
3. Fred C. Niedermeyer. *Developing Exportable Teacher Training for Criterion-referenced Instructional Programs.* Technical Report 22, 1970. Los Alamitos, California: SWRL Educational Research and Development.
4. Fred Niedermeyer and Kathleen Fisher. *Developing Exportable Curriculum Supervision for Criterion-referenced Instructional Programs.* Technical Report 47, 1974. Los Alamitos, California: SWRL Educational Research and Development.
5. For educators interested in informing teachers, administrators, school board members, and others about the types of considerations discussed in this article, SWRL has developed a two-hour exportable workshop kit entitled "Considerations in Selecting Instructional Programs." The workshop is available for use by interested educational agencies.

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POSSIBLE SELECTION CRITERIA*

General Category--A. Coverage/Content

Criterion	Examples of Questions to be Answered
1. Clear Objectives	a. Is this curriculum program based upon clearly stated instructional objectives?
	b. Do you support these objectives?
	c. Are the objectives stated on at least two levels ranging from broad goals to specific behavioral objectives?
	d. Are the objectives related to specific units or lessons?
2. Appropriate Scope	a. Does the curriculum program cover all of the areas or topics you want to include?
	b. If not, can any gaps be easily filled in by the use of supplementary materials?
3. Logical Sequence	a. Are the concepts or topics presented in a logical order?
	b. Are the pupils likely to be able to work through the sequence of instructional activities without difficulty?
4. Content Accuracy/Detail	a. Is the content accurate?

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*Rodney J. Ball, Michael D. Marvin, and Sanford Temkin, *Selecting a Curriculum Program: Balancing Costs and Requirements* (Philadelphia: Research for Better Schools, Inc., 1975).

Criterion	Examples of Questions to be Answered
	b. Does the content reflect recent findings in this subject area?
5. Appropriate Grade/Difficulty Level	a. Is the content presented at an appropriate level of difficulty for the grade/ability level of the pupils who will be using the program?
	b. Is the reading level appropriate for the pupils?
General Category--B.	Instructional Approach
6. Sound Theoretical/Empirical Foundations	a. Is the overall instructional approach based upon an established theory of learning?
	b. Are the instructional methods based upon the results of research on the teaching/learning process?
	c. Does this instructional approach support a curriculum philosophy or learning theory accepted or preferred in the district?
7. Varied Learning Activities	a. Does the program provide varied learning activities for the pupils?
	b. Are alternative teaching strategies suggested for assisting the pupils in the learning of concepts and the achievement of instructional objectives?
	c. Are multimedia techniques employed?

Criterion		Examples of Questions to be Answered	
8.	Pupil Information on Performance	a.	Are pupils regularly provided with information on how well they are doing?
		b.	Is there any provision for the diagnosis and careful monitoring of pupil progress?
		c.	Is pupil self-evaluation used?
9.	Provision for Review	a.	Is a spiral presentation of content or concepts employed?
		b.	Are ample opportunities provided for review and remediation?
		c.	Are new concepts related to those presented previously?
		d.	Are familiar concepts presented at higher levels and in different contexts?
10.	Extent of Individualization	a.	Is it possible for pupils to begin at different points in the program?
		b.	Is there provision for pupils to progress at their own pace?
		c.	Is there provision for pupils to follow different instructional sequences?
		d.	Is any provision made for matching the instructional approach to individual pupils?
11.	Appropriate Cognitive Level	a.	Does the program provide pupils with opportunities to analyze, synthesize, and evaluate concepts, ideas, or generalizations?

Criterion	Examples of Questions to be Answered
	b. Do pupils have opportunities to apply what they have learned?

General Category--C. Implementation

Criterion	Examples of Questions to be Answered
12. Provision for Staff Training	a. Is staff training (teachers, counselors, aides, etc.) required to use the program?
	b. Are materials provided for staff training?
	c. Is extensive planning and support needed to conduct staff training?
13. Ease of Student Use	a. Are materials provided to orient the pupils to the procedures of the program?
	b. Are explicit, comprehensive directions provided to guide the pupils?
	c. Is the program designed to foster pupil self-motivation and self-management of the learning process?
14. Attractive Format/Appearance	a. Are the instructional materials attractive or visually interesting?
	b. Is the format used to present program materials logical and clear?
	c. Are the illustrations or graphics well done in an appropriate size?

Criterion	Examples of Questions to be Answered
	d. Is the size and style of the type used to print the materials appropriate for the pupils?
15. Equipment Required	a. Is additional equipment needed to implement the program? (Costs related to equipment are considered under Criterion 18--Reasonable Cost.)
	b. Is the program flexible enough to be used with various types of equipment?
16. Facilities Required	a. Do existing facilities have to be modified to implement the program?
	b. Is the program flexible enough to accommodate various organizational arrangements: self-contained classrooms or clusters, open or traditional classrooms, etc.? (Again, cost should not be considered here, but as part of Criterion 18--Reasonable Cost.)
17. Organizational/Staff Changes Required	a. Does the organization of the school staff need to be changed to implement the program?
	b. Does additional personnel have to be hired to implement the program?
	c. Is it necessary to reassign any current staff member in order to implement the program? (Again, cost should not be considered here.)

Criterion	Examples of Questions to be Answered
Reasonable Cost	a. Is the cost of implementing the program realistic?
	b. Once in operation, is the cost of operating the program from year to year relatively reasonable?
	c. What costs would be incurred for the purchase of materials and equipment?
	d. Is it possible to spread the costs of any initial purchases over several years?
	e. What costs would be necessitated for the equipment or facilities and/or staff changes required?
	f. Are replacement rates for materials and repair rates for equipment relatively low?

General Category--D. Evaluation/Validity

19. Expert Authorship	a. Are the developers/authors well known and/or highly qualified in their field?
	b. Are they respected by their professional colleagues?
20. Results of Formal Evaluation	a. Have any evaluation studies of the program been published?
	b. If so, were the findings positive, neutral or negative?
	c. Was the program evaluated with positive results in a setting similar to your school system?

Criterion	Examples of Questions to be Answered
	d. Were the evaluation studies comprehensive and technically sound?
21. Results of Informal Evaluation	a. Have other school districts used this program successfully?
	b. Do experts within your school district or from a nearby university consider this a high quality program?
	c. Have many school districts across the state or the nation adopted this program?
General Category--E.	Special Considerations
22. Lack of Bias	a. Is the program acceptable for use by pupils from all racial, religious, or regional/national origin groups?
	b. Are materials free of any sexual, class, cultural, or racial bias?
	c. Are females and members of minority groups mentioned in the materials with reasonable frequency and in varied roles which avoid stereotyped characterizations?
23. Interdisciplinary Approach	a. Does the program integrate subject matter from various disciplines or areas of study?
	b. Do the materials reflect a multidisciplinary approach to problem solving and learning?

Criterion	Examples of Questions to be Answered
	c. Is the program designed to encourage affective development and foster specific interpersonal behavioral skills, e.g., group problem solving?
24. Local Acceptance	a. Is the program appropriate in terms of any concerns expressed by parents and/or pupils?
	b. Are the teachers likely to accept the program, or might they object to using it?
	c. Is it likely that the program would have a positive effect upon future school funding efforts?
	d. Is it likely that the program would be perceived positively by community leaders and members of influential groups.

GENERATING LAT CRITERIA

The analysis of alternative curriculum programs is most effective when from five to ten selection criteria are used. If only a few criteria are used to analyze and compare alternative programs, many important considerations might be overlooked which could result in the selection of a program that is not appropriate for your school district. On the other hand, if too many criteria are used, the selection process will be extremely cumbersome with minimal benefits resulting from the extra time and effort expended in including additional criteria.

To generate LAT criteria, please follow these instructions:

1. Write 8 criteria that you feel are important. Write each criterion on a separate card.
2. Meet in groups of three. Discuss and review criteria on cards, eliminate any duplicates.
3. Meet as a full group with representatives from each triad reporting criteria selected, eliminating any duplicates.
4. Discuss as a group the criteria generated.
5. If more than 10 criteria are generated, rank the criteria from high to low and retain the top ten.
6. List Selection Criteria on form 14H5.

LAT SELECTION CRITERIA

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PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 15 APPLICATION OF SELECTION CRITERIA AGAINST OUTCOMES

PURPOSE: To conduct the first elimination round or initial screening in order to select outcomes for further evaluation. The module is not designed to produce a final decision.

OBJECTIVES:

To make LAT aware of outcomes which satisfy criteria of student needs and program analysis.

To have the LAT select for further evaluation a number of possible outcomes which meet the selection Criteria established in Module 14.

EXPECTED OUTCOMES: A list of outcomes which have been reviewed by the LAT, rated against the selection criteria and ranked from high to low

TIME: Module 15 can be completed in about one day. At least two weeks should elapse between Modules 15 and 16.

MATERIALS:

Handouts: Agenda; 15H1, 15H2, 15H3

Samples of the identified outcomes where possible

Calculator

MODULE 15 APPLICATION OF SELECTION CRITERIA AGAINST OUTCOMES

ACTIVITIES:

1. Introduction (15 minutes)

Rationale. The activities involved in the module should be introduced to the LAT.

Materials	Strategy
Agenda 15H1, Application of Selection Criteria	Review the agenda for Module 15. Then give LAT time to read the handout. Answer any question they may have about the process.

2. Introduction to Outcomes (30 to 60 minutes, depending on the number of outcomes and the prior inspection of products)

Rationale. The LAT needs a brief overview of the information on each R&D Outcome identified by the SAT.

Materials	Strategy
Sample copies of outcomes	Present to the LAT a brief overview of each outcome and provide written material on each outcome. Allow time for questions at end of presentation. Determine with the LAT a set number of outcomes to result from initial screening or decide to delay this determination until after the screening is finished.

3. Initial Screening of the Outcomes (1 to 2 hours, depending on the number of outcomes and the prior inspection of products).

Rationale. There is a need to explain the procedures. Each LAT member needs to screen each product unless the Alternative Strategy is used.

Materials	Strategy
15H2, Outcome Rating Form, 15H3, Group Rating Summary Form	Review the Initial Screening Instruction on 15H1. Retrieve all individual LAT rating sheets. Transfer the ratings to the group rating form. Depending on time available, rank the outcomes on the basis of rating.

3. Initial Screening of the Outcomes (cont'd)

Materials	Strategy
	The strategies suggested for activities 2 and 3 are particularly useful when the number of participants is large or the decision to reduce the number of outcomes is made by a total school faculty. If there are only a few participants, you may wish to use the Alternative Strategy suggested for Activities 2 and 3 on the following page.

4. Summary and Preview (30-60 minutes)

Rationale. To review results of initial screening and formulate plans for Module 16.

Materials	Strategy
15H4, Outcome Examination Needs	Discuss with the LAT the results of the initial screening. If a cutoff point for Outcomes to review in Module 16 has not been made, discuss with the LAT a reasonable number (5-10) to view in the next session. Formulate with the LAT plans for travel, presentations, further examination of material, or no further action of each Outcome selected for Module 16. Use Handout 15H4.

FOLLOW UP: Summarize the results of the session and make the summary available to the LAT/SAT. If the LAT has decided to examine outcomes further, set up the meetings with the developer, user, etc. and inform the LAT of the scheduled meetings.

ALTERNATIVE STRATEGIES: If the number of participants in the selection process are relatively few, you may wish to use the following strategies instead of those suggested above for activities 2 and 3. The materials for the strategies are the same.

ACTIVITIES:

2. Introduction to the Outcome

Strategy

Have each member of the LAT review the material for a given outcome. The member would then give a brief presentation on the outcome in regard to the criteria determined for selection. You could function as a coordinator resource person in the activity.

3. Initial Screening of the Outcome

Strategy

1. Before the LAT members begin to rate the outcome, ask them to eliminate any products which they feel should not be screened for various reasons: because they did not meet students needs or program analysis criteria or because of cost contraints.

2. If desired, hold discussions in lieu of using the forms. This provides an informal atmosphere to the selection process and may be more productive with small groups.

Agenda

Module 15 Application of Selection Criteria Against Outcomes

I. Introduction

The purpose and activities of Module 15 will be discussed. In this Module, the LAT reviews the outcomes in regard to the selection criteria.

II. Introduction to the Outcomes

A brief presentation on each outcome will be made. Written information on each product will also be provided.

III. Initial Screening of the Outcomes

Each LAT member will conduct and initial screening for each outcome using the procedures and forms in Module 15.

IV. Summary and Preview

The session's activities will be reviewed and plans for the next session will be formulated.

APPLICATION OF SELECTION CRITERIA

Introduction

The purpose of the first elimination round or initial screening is to select outcomes for further evaluation, not to make final selections. The criteria developed in Module 14 provide a series of hurdles which the outcomes must negotiate favorably in order to stay in the running for final selection. These criteria can be used to make the first cut through the available outcomes so as to reduce them to a manageable size. Are ten outcomes too many? Not enough? This rule may be decided before reading the outcome abstracts or after the ratings are tabulated. The LAT must make a procedural decision at this point--i.e. decide now or delay decision until rating is completed.

Initial Screening Instructions

1. Listen to a resume of outcome and read the abstract provided.

2. Complete an Individual Outcome Rating Form (15H2) for all outcomes.

   a. List the LAT Selection Criteria in the Upper diagonal sections of the form.
   b. As an outcome abstract is read, list the outcome title in the horizontal area.
   c. Rate each outcome against each criterion. Use the rating scale found at the bottom of the form. (1 = not at all; 5 = completely)
   d. When the Outcome form is completed, transfer your total score for each outcome to your section of the Group Rating Summary Form (15H4). You may wish to complete this form for your own records.

Outcome Examination

In order to compare outcomes, the LAT may need additional information from a variety of sources. The additional information may come from presentations by outcome developers, examination of the outcome materials, and from visitations to an outcome site. Each of these sources represent special logistical arrangements which must be made before the next meeting of the LAT. Decisions must be made by the LAT on the manner in which they wish to gain the additional information on the outcomes. The SAT will offer specific suggestions in this area because of their knowledge of the Outcomes beyond the abstract information level. Handout 15H4 can be used to schedule these presentations.

PSIP
15H2

OUTCOME RATING FORM

Use this chart to summarize your individual ratings for the programs being considered. Remember, list all programs and all selection criteria in the order agreed upon by your group. Rate each outcome using the rating scale at the bottom of page 2 of the handout.

Name: ______________

	Selection Criteria										
Outcomes	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	Total Column
A											
B											
C											
D											
E											
F											
G											
H											
I											
J											
K											
L											
M											
N											
O											
P											
Q											

PSIP
15H2

OUTCOME RATING FORM (CONT'D)

Name: ____________________

Outcomes	Selection Criteria 1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	Total Column
R											
S											
T											
U											
W											
X											
Y											
Z											
AA											
BB											
CC											
DD											
EE											
FF											
GG											

Rating Scale

1	2	3	4	5
Not at all	Some Extent	Moderate Extent	Large Extent	Completely

PSIP
15H3

GROUP RATING SUMMARY FORM

	Group Members										
Outcomes	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	Group Ratings
A											
B											
C											
D											
E											
F											
G											
H											
I											
J											
K											
L											
M											
N											
O											
P											
Q											
R											
S											
T											

PSIP
15H3

GROUP RATING SUMMARY FORM (CONT'D)

Outcomes	Group Members										Group Ratings
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
V											
W											
X											
Y											
AA											
BB											
CC											
DD											
EE											
FF											
GG											
HH											

PSIP
15H4

OUTCOME EXAMINATION NEEDS

Outcomes	Visitation report by LAT member(s)	Examination of outcome products or materials	Presentation by Developer	Presentation by Adopter of Exemplary Outcome	Media presentation SAT member	No further action
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 16 APPLICATION OF STUDENT NEEDS, PROGRAM ANALYSIS AND SELECTION CRITERIA AGAINST INITIAL SCREENING CANDIDATES (FINE SCREENING)

PURPOSE: To eliminate outcomes which are not ranked high in regard to student needs, program analysis, and selection criteria; to select a final outcome or outcomes from a pool of at least three semifinal candidates.

OBJECTIVES:

To use more information about three or more semifinal outcomes to decide which outcome best matches student needs, program needs and all the selection criteria.

EXPECTED OUTCOMES: Either a final outcome or outcomes selected, or plans for making a final selection prior to Module 18; outcomes ranked after being compared with other outcomes against the student needs, program needs, and selection criteria. (As an option, the outcomes may be grouped by topical area and then ranked. In this case the outcome would be the top outcome of each group).

TIME: Module 16 can be completed in one-half to one full day.

MATERIALS:

Handouts: Agenda; 16H1 - 16H8

Reports of Outcome examinations scheduled in Module 15

Calculator

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 16 APPLICATION OF STUDENT NEEDS, PROGRAM ANALYSIS AND SELECTION CRITERIA AGAINST INITIAL SCREENING CANDIDATES (FINE SCREENING)

ACTIVITIES:

1. Introduction (15 minutes)

Rationale. The LAT needs to know the schedule of activities in Module 16 and needs an overview of this phase of the selection process.

Materials	Strategy
Agenda	Review agenda for Module 16. Then, give the LAT time to read the handout. Use the sample forms to explain the process. Answer any questions they may have about the process.
16H1, Fine Screening of Outcomes	
16H2, Sample Outcome Ranking Form	
16H3, Sample Outcome Ranking Summary Sheet	

2. Fine Screening of Outcomes (1-1½ hours)

Rationale. The LAT must compare outcomes in order to eliminate low ranking ones.

Materials	Strategy
Oral or Written Outcome Examination Reports	Have LAT members who visited a site where an outcome was used report on the visit, or have some one present data on each outcome being considered. Answer questions regarding each presentation.
16H4 (a,b,c,d, or e),Outcome Ranking Form	Distribute copies of Handout 16H2 (a,b,c,d, or e) Outcome Ranking Forms, to the LAT. The forms should be appropriate to the number of outcomes to be screened (3,4,5,6, or 7).
16H5, Outcome Ranking Summary Sheet	Review the instructions for ranking the outcomes on handout 16H1 and then have each member fill out forms for each of the three sets of criteria - student needs, program needs, and selection criteria.
16H6, Individual Ranking Summary Sheet	

3. Ranking of Results of Screening (60 minutes)

Rationale. A compilation of the individual screening tallies result in a ranked summation of outcomes.

Materials	Strategy
16H7, Group Ranking Summary Sheet	Discuss with the LAT the results of fine screening. Note that two or three of the highest ranked outcomes should result when the lower ranked comparisons are eliminated. Make your final program selection from the top priority items. If needed, conduct a final ballot at this time. If the ballot is taken, begin planning for Module 18. If LAT is not going to make the final selection at this time, make preparations for making final selection.

FOLLOW-UP: Summarize the results of the session and make the summary available to the LAT/SAT.

Prepare for Module 18 by constructing Transparencies 18T1 and 18T2 from the selection data generated in this module. Examples of selection data presentations are provided in Module 18.

FOLLOW-UP: (Cont'd.)

When the LAT has selected an outcome or outcomes, begin to gather information about the outcome(s) that will help the LAT during implementation planning. The information would include:

1. Teacher training requirements and costs
2. Teacher training evaluation forms and processes
3. Implementation guides
4. Implementation monitoring checklists
5. Material, equipment, and facility needs and costs
6. Summative evaluation forms and processes

ALTERNATIVE STRATEGIES:

1. Before making their final selection, or selections, the LAT may wish to have intrinsic analyses done on some or all of the fine-screening candidates. If so, the analysis should be conducted as outlined in Module 17.

2. The LAT may wish to have the entire school faculty or all faculty who would be involved in using the selection(s) vote on the final candidates and use the results of that vote as input for making their final outcome selection or selections.

3, Rather than make the final selection themselves, the LAT may choose to present the pool of semi-final candidates to the entire school faculty or all the faculty who would be involved in using the selection(s) and have them vote for the final outcome or outcomes.

Agenda

Module 16 Application of Student Needs, Program Analysis and Selection Criteria Against Initial Screening Candidates (Fine Screening)

I. Introduction

The purpose and activities of Module 16 will be discussed. In this module, the LAT reviews the outcomes in regard to three sets of criteria -- student needs, program analysis and selection. Then the LAT makes a final program selection(s) from at least three semi-final candidates.

II. Fine Screening of Outcomes

The LAT will hear or read reports of Outcome Examinations scheduled in Module 15. Then, each LAT member will fine screen the outcomes using the procedures and forms in Module 16.

III. Ranking of Results of Screening

A compilation of the individual screening tallies will result in a group tally and ranked list. Low ranked outcomes will be eliminated. Final selection of outcome(s) will be made.

IV. Summary and Preview

The session's activities will be reviewed and plans for the next session will be formulated.

PSIP
16H1

FINAL SCREENING OF OUTCOMES

Introduction

In working through this module, the LAT will compare the alternative outcomes being considered in the selection phase. In a succeeding module, information gained will be used to document the selection effort.

In the comparisons of outcomes, the LAT will rank the cutcomes being considered. Each group member will compare outcomes by pairs to determine which outcome in the pair better satisfies the student needs, the program analysis concerns, and all selection criteria. The aggregate of these comparisons results in an overall ranking of outcomes. Elimination of outcomes will be made on the basis of this ranking.

Instruction for Ranking the Outcomes

1. Each LAT member will fill out a copy of the Outcome Ranking Form (16H4) for each criteria. After listing each outcome on the key of the bottom of the form, pair each outcome with another outcome once. See Handout 16H2 for a sample.
2. When you have completed an Outcome Ranking Form for each of your selection criteria, the paired rankings should be summarized and checked for consistency. Refer to Handout 16H3 as you read the following guidelines.
3. Fill in the selection criterion under consideration. (See 16H3 for a sample outcome form.)
4. Tally and total the number of times each outcome was checked on the Outcomes Ranking Form for this criterion.
5. Add these totals and enter the grand total at the bottom of that column. (In 16H3, the grand total was 10). This grand total should equal the number of pairs on the Outcomes Ranking Form. If it does not, check your tallies and correct your figures.
6. Study the total number of tallies each outcome received. If each of the outcomes received a different number of tallies you can list the outcomes in rank order according to the total each received. The outcome with the highest number of tallies should be ranked first as in 16H3. If two or more outcomes received the same number of tallies, inconsistencies have been encountered and, thus the outcomes cannot be easily ranked. If this occurs, read the following section, Discussion of Ranking Inconsistencies, before summarizing and listing the outcomes in rank order.

7. Make the final selection(s) from the three top-ranked candidates. If you cannot reach a consensus regarding the programs, you may wish to break the deadlock using the Final Selection Ballot 16H8.

Discussion of Ranking Inconsistencies

When two or more outcomes show the same number of tallies for a given criterion, the importance of such ranking inconsistencies should be determined.

As a rule of thumb, if fewer than half the members of your group ranked outcomes inconsistently on a given criterion, the problem can be judged umimportant and each group member can rank the outcomes putting those with the highest totals first and those with the lowest totals last. If more than half the members of your group ranked outcomes inconsistently, the problem is important and you should read the following discussion and resolve the inconsistent ranking.

Two frequent reasons for ranking inconsistencies, together with possible corrective action, are discussed briefly below.

1. The information collected on the outcomes relative to the criterion on which they are being compared, is not adequate. If this is the case, more information should be gathered and shared with the group so that the outcomes can be ranked again on this criterion.

2. Some of the questions related to a specific selection criterion are not detailed enough and were interpreted in different ways by the various members of the group. If this is the case, those questions should be clarified and more information gathered on the outcomes so that the group members can rank the outcomes again on that criterion.

323

SAMPLE OUTCOME FORM - FIVE OUTCOMES

This example shows how one person might have ranked five alternative outcomes for the selection criterion Appropriate Scope. First, the code letters (A through E) in the key at the bottom of this page were assigned to the five outcomes being considered. Note that abbreviations of the outcomes titles were used. The abbreviated program titles were then entered in the parentheses following the assigned code letters. Each pair of outcomes was compared in terms of the information collected on the criterion Appropriate Scope. One of each pair of outcomes was then checked to indicate that, on the basis of that comparison, it better satisfies this criterion.

Criterion: Scope Appropriate for Student Needs

1. A (SWRL) ✓
   B (ILA) ___
2. C (SOBAR) ✓
   D (WDRS-SS) ___
3. E (R-3) ___
   A (SWRL) ✓
4. B (ILA) ___
   C (SOBAR) ✓
5. D (WDRS-SS) ✓
   E (R-3) ___
6. C (SOBAR) ___
   A (SWRL) ✓
7. D (WDRS-SS) ✓
   B (ILA) ___
8. E (R-3) ___
   C (SOBAR) ✓
9. A (SWRL-GINN) ✓
   D (WDRS-SS) ___
10. B (ILA) ___
    E (R-3) ✓

KEY:

A - SWRL-GINN (SWRL)
B - INDIVIDUAL LANGUAGE ARTS (ILA)
C - SOBAR (SOBAR)
D - Wisconsin Design - Study Skills (WDRS-SS)
E - R-3 (R-3)

SAMPLE OUTCOME RANKING SHEET

Criterion: Selection Criteria

Program	Tally	Total
A. SWRL-GINN	////	4
B. ILA		0
C. SOBAR	///	3
D. WDRS-SS	//	2
E. R-3	/	1
Grand Total		10

Outcome Rank Order

Order	Program
1st	SWRL-GINN
2nd	SOBAR
3rd	WDRS-SS
4th	R-3
5th	ILA
6th	
7th	

PSIP
16H4a

OUTCOME RANKING FORM - THREE OUTCOMES

Circle one

CRITERIA

1. Student Need Statement
2. Program Analysis Statement
3. Selection Criteria

At the top of the form circle the criterion being considered. Using the key at the bottom of the page, assign a code letter to each of the outcomes being considered. Identify each outcome by name or abbreviation in the parentheses following its code letter. Then, referring to the appropriate statement of criteria, check the one outcome in each pair which better satisfies this set of criteria.

1. A (__________) ___
   B (__________) ___
2. C (__________) ___
   A (__________) ___
3. B (__________) ___
   C (__________) ___

KEY:
A -
B -
C -

PSIP
16H4B

OUTCOME RANKING FORM - FOUR OUTCOMES

Circle one

CRITERIA

1. Student Need Statement
2. Program Analysis Statement
3. Selection Criteria

At the top of the form circle the criterion being considered. Using the key at the bottom of the page, assign a code letter to each of the outcomes being considered. Identify each outcome by name or abbreviation in the parentheses following its code letter. Then, referring to the appropriate statement of criteria, check the one outcome in each pair which better satisfies this set of criteria.

1. A (__________) ____
   B (__________) ____
2. C (__________) ____
   D (__________) ____
3. B (__________) ____
   C (__________) ____
4. C (__________) ____
   A (__________) ____
5. D (__________) ____
   B (__________) ____
6. A (__________) ____
   D (__________) ____

KEY:
A -
B -
C -
D -

PSIP
16H4c

OUTCOME RANKING FORM - FIVE OUTCOMES

Circle one

CRITERIA

1. Student Need Statement
2. Program Analysis Statement
3. Selection Criteria

At the top of the form circle the criterion being considered. Using the key at the bottom of the page, assign a code letter to each of the outcomes being considered. Identify each outcome by name or abbreviation in the parentheses following its code letter. Then, referring to the appropriate statement of criteria, check the one outcome in each pair which better satisfies this set of criteria.

1. A (__________) ____
   B (__________) ____
2. C (__________) ____
   D (__________) ____
3. E (__________) ____
   A (__________) ____
4. B (__________) ____
   C (__________) ____
5. D (__________) ____
   E (__________) ____
6. C (__________) ____
   A (__________) ____
7. D (__________) ____
   B (__________) ____
8. E (__________) ____
   C (__________) ____
9. A (__________) ____
   D (__________) ____
10. B (__________) ____
    E (__________) ____

KEY:
A -
B -
C -
D -
E -

PSIP
16H4d

OUTCOME RANKING FORM - SIX OUTCOMES

Circle one

CRITERIA

1. Student Need Statement
2. Program Analysis Statement
3. Selection Criteria

At the top of the form circle the criterion being considered. Using the key at the bottom of the page, assign a code letter to each of the outcomes being considered. Identify each outcome by name or abbreviation in the parentheses following its code letter. Then, referring to the appropriate statement of criteria, check the one outcome in each pair which better satisfies this set of criteria.

1. D (__________) ____
   B (__________) ____
2. C (__________) ____
   A (__________) ____
3. B (__________) ____
   E (__________) ____
4. A (__________) ____
   F (__________) ____
5. E (__________) ____
   C (__________) ____
6. D (__________) ____
   A (__________) ____
7. F (__________) ____
   C (__________) ____
8. A (__________) ____
   B (__________) ____
9. C (__________) ____
   D (__________) ____
10. E (__________) ____
    F (__________) ____
11. B (__________
    C (__________) ____
12. D (__________) ____
    F (__________) ____
13. A (__________) ____
    E (__________)
14. F (__________
    B (__________
15. E (__________
    D (__

KEY:
A -
B -
C -
D -
E -
F -

PSIP
16H4e

OUTCOME RANKING FORM - SEVEN OUTCOMES

CRITERIA (Circle one)

1. Student Need Statement
2. Program Analysis Statement
3. Selection Criteria

At the top of the form circle the criterion being considered. Using the key at the bottom of the page, assign a code letter to each of the outcomes being considered. Identify each outcome by name or abbreviation in the parentheses following its code letter. Then, referring to the appropriate statement of criteria, check the one outcome in each pair which better satisfies this set of criteria.

1. D (__________) ____
B (__________) ____

2. F (__________) ____
G (__________) ____

3. C (__________) ____
A (__________) ____

4. B (__________) ____
E (__________) ____

5. G (__________) ____
D (__________) ____

6. A (__________) ____
F (__________) ____

7. E (__________) ____
C (__________) ____

8. B (__________) ____
G (__________) ____

9. D (__________) ____
A (__________) ____

10. F (__________) ____
C (__________) ____

11. G (__________) ____
E (__________) ____

12. A (__________) ____
B (__________) ____

13. C (__________) ____
D (__________) ____

14. E (__________) ____
C (__________) ____

15. G (__________) ____
A (__________) ____

16. B (__________) ____
C (__________) ____

17. D (__________) ____
F (__________) ____

18. A (__________) ____
E (__________) ____

19. C (__________) ____
G (__________) ____

20. F (__________) ____
B (__________) ____

21. E (__________) ____
D (__________) ____

KEY:
A -
B -
C -
D -
E -
F -
G -

PSIP
16H5

OUTCOME RANKING SUMMARY SHEET

Use one copy of this form for each of your criteria. On each form indicate the criterion being considered. Tally and total the number of times each outcome was checked on your copy of form for this criterion. Check to see if some outcomes had the same number of tallies. If not, indicate the rank order of the outcomes being considered at the right. If some outcomes did have the same number of tallies, resolve the problem before filling in the rank order at the right.

CRITERION: ____________________

Outcome Rank Order

OUTCOME	TALLY	TOTAL
A.		
B.		
C.		
D.		
E.		
F.		
G.		
GRAND TOTAL		

Order	Program
1st	
2nd	
3rd	
4th	
5th	
6th	
7th	

PSIP
16H6

INDIVIDUAL RANKING SUMMARY SHEET

Use this chart to summarize your individual rankings for the outcomes being considered. Remember, list all outcomes and all criteria in the order agreed upon by your group.

NAME: ______________________________

	Factors			
Outcomes	1. Student Needs	2. Program analysis	3. Selection criteria	Total Column
A.				
B.				
C.				
D.				
E.				
F.				
G.				
H.				
I.				
J.				
K.				
L.				

Outcome

Ratings

PSIP
16H7

GROUP RANKING SUMMARY SHEET

	Outcomes	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
GROUP MEMBER													
	Outcome Rankings												

Grand Total

Outcome Rankings

PSIP
16H8

FINAL SELECTION BALLOT

Vote for one outcome

	Outcomes	Place (✓) in column for affirmative vote
1.	______________________________	_____
2.	______________________________	_____
3.	______________________________	_____
4.	______________________________	_____
5.	______________________________	_____
6.	______________________________	_____
7.	______________________________	_____
8.	______________________________	_____

Name ______________________________

Position ______________________________

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 17 INTRINSIC ANALYSIS OF OUTCOMES (OPTIONAL)

PURPOSE: To facilitate decision making in the process of outcome selection by providing a detailed examination of the materials or artifacts of the several systems competing for adoption.

OBJECTIVES:

To determine the extent to which the outcome(s) under consideration:

1. Meet the criteria identified by the LAT.
2. Conform with principles of instruction which research has shown to be effective.
3. Are appropiately structured.
4. Use appropriate instructional strategies for this student population and use them correctly.
5. Use examples relevant to this student population and use an appropriate range of examples.
6. Are consistent throughout (i.e., objectives, instruction and tests match; methods, mode and strategies are compatible).
7. Provide a management system which is appropriate for this school's staff and students.

To identify the essential elements of the model of each potential outcome in order to assure appropriate adaptation to local site requirements without jeopardizing effectiveness.

EXPECTED OUTCOMES: Completed analysis instruments for distribution to LAT members and instrument supplements for the analysis of characteristics specific to the particular R&D outcomes analyzed; a comparative analysis form providing a single-sheet summary analysis.

TIME: The time required to do an intrinsic analysis will vary greatly depending upon the materials, systems, and processes to be analyzed.

MATERIALS:

Intrinsic Analysis Training Manual by Doris Gow

MODULE 17 INTRINSIC ANALYSIS OF OUTCOMES (OPTIONAL)

ACTIVITIES:

An intrinsic analysis is an analysis of the instruction or process through examination of the materials or artifacts, including teacher and student materials, developer's rationale, record forms, scope and sequence charts, tests, media packages and other relevant concrete components of the product system.

It is an optional procedure which is usually performed when the selection process has narrowed possible outcomes to a few strong candidates from among which the LAT has difficulty selecting. It is also done when the LAT decides it would like to have more information about these possible programs or practices in order to identify some of the consequences of each potential adoption.

If a LAT should identify a single potential program or practice, it may still be helpful to have an analysis of it. The comparative matrix would not be required, but the analysis would provide information helpful to the teachers during implementation. In addition, the identification of the critical elements of the model may be expected to facilitate effective adaptation to local requirements.

The analysis is normally performed by a SAT member, although the linker or the linker along with the LAT can do an intrinsic analysis. The procedures for an intrinsic analysis of curricula may be summarized as follows:

1. Examine and make observational notes on all artifacts of the product or process to be analyzed. This includes writings about the outcome by its developers or publisher, teacher and student materials, tests, record forms, etc.
2. Identify which artifacts will be required to establish whether or not LAT criteria are met.
3. Select a sampling of these for analysis.
4. Fill out analysis instruments.
5. Identify from observational notes other dimensions to be spot-checked.

ACTIVITIES: (Cont'd)

6. Fill out instructional model questionnaire.

7. Fill out comparative evaluation matrix.

FOLLOW UP: After the comparative analysis has been completed, present the analysis to the LAT for a final decision. Make sure that the person or persons who performed the analysis are present in case the LAT requests additional information or explanation of the analysis.

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 18 SELECTION SUMMARY

PURPOSE: To have the LAT describe selected outcomes in regard to staffing, resources, students, student scheduling, instruction, and staff training in preparation for implementation.

OBJECTIVES:

To review selected outcome(s) in regard to the needs derived from the Needs Assessment Summary Charts.

To integrate the outcome(s) with other program concerns in Module 11.

To describe in detail the integrated list resulting from the preceding objective in regard to the six areas stated above under Module 18 Purpose.

EXPECTED OUTCOMES: A descriptive narrative detailing the planned use of selected outcome(s).

TIME: Module 18 can be completed in a full-day session.

MATERIALS:

Transparencies: 18T1 and 18T2, especially prepared using data from the Needs Assessment Summary Charts in Module 11 and the selection activities in Module 16.

Handouts: Agenda; 18H3a; 18H3b.

Copies of Needs Assessment Summary Charts

Reports of the second screening of outcomes

Sample sets of outcomes as needed

Blackboard and chalk or newsprint and marker

Overhead projector and screen

MODULE 18 SELECTION SUMMARY

ACTIVITIES:

1. Introduction (15 minutes)

Rationale. The LAT should know the purpose of Module 18 and should have some idea of the activities involved.

Materials	Strategy
Agenda	The agenda calls for discussing the voting that occurred in or after Module 16 and asking the LAT to describe the selected outcomes in terms of staffing resources, students, student scheduling, instruction, and staff training in preparation for implementation.

2. Review of Selected Outcomes

A. Presentation and discussion of results of voting in Module 16 (30 minutes)

Rationale. The SAT will present the data collected on the individual decision matrices from Module 16.

Materials	Strategy
18T1	Review overall data summation and discuss the data implications.

B. Review and discuss needs from Needs Assessment Summary Chart (30 minutes)

Rationale. There is a need to match selected outcome(s) with needs derived from the summary charts.

Materials	Strategy
Needs Assessment Summary Chart	Review the needs from Needs Assessment Summary Chart.
	Discuss the prioritization of the needs.
18T2	Discuss the selected outcome(s) in relation to the needs.

C. Review and discuss the needs from the Needs Assessment Summary Chart which were not met by the selected outcome(s) (30 minutes)

Rationale. To determine means for meeting needs which the selected outcome(s) does not address.

2. C. Review and discuss the needs from the Needs Assessment Summary Chart which were not met by the selected outcome(s) (cont'd.)

Materials	Strategy
	Review the needs of 18T2 unmet by the selected outcome(s) and discuss means for meeting these needs. Decide whether the implementation planning will address these other needs. If so, discuss how such plans will be integrated with plans of other outcome(s) chosen in selection.

BREAK (10 minutes) LUNCH ORDERS CAN BE TAKEN AND CALLED IN IF LUNCH IS TO BE EATEN IN

3. Outcome Descriptions Session (45-60 minutes)

Rationale. There is a need to describe what is to be implemented.

Materials	Strategy
18H3a,b	Small group sessions work on descriptions of selected outcome(s) as well as other actions it was agreed to take to meet those needs not met by the selected outcome(s). The descriptions address the six areas below. (See page 18.10.) 1) staffing 2) resources 3) students 4) student scheduling 5) instruction 6) staff training

4. Consolidation of Description Session (45 minutes)

Rationale. Small group descriptions of outcome(s) must be consolidated in preparation for Implementation. The outline shown on 18H3a,b should be followed.

Materials	Strategy
18H3a,b Blackboard & chalk or newsprint & marker	Large group reporting session on small group accomplishments in regard to outcome(s) for implementation.

5. Summary of Module 18 and Preview of Module 19 (15 minutes)

Rationale. LAT/SAT needs preparation for Implementation Phase

Materials	Strategy
	Review the major decisions. Give the LAT an overview of where they are in the PSIP process and of the specific activities of the implementation phase that follows.

FOLLOW-UP: Summarize the results of the day's discussion and make the Summary available to the LAT/SAT, especially those responsible for implementation.

If the district administration was not represented at this meeting, the linker, LAT coordinator and principal should make a presentation to the superintendent. District approval and financial support should be obtained prior to continued investment in planning.

PSIP
18.6

Agenda

Module 18 Selection Summary

I. Introduction

The purpose of Module 18 will be discussed. This module is a transition from Selection to Implementation.

II. Review of Selected Outcomes

A. Presentation and discussion of voting results from Module 16

The SAT will present a summary of the data collected during the Module 16 voting, and implication of the data will be discussed.

B. Review and discuss the needs derived from the Needs Assessment Summary Chart

The needs presented on the Needs Assessment Charts will be discussed. The prioritization of needs will be discussed along with the relationship of the selected outcome(s) to the needs.

C. Discussion of previously discussed needs

The LAT/SAT will examine the needs which are not met by the selected outcome and discuss how to address these needs.

LUNCH

III. Outcome Description Session

The LAT will break into 3 or 4 groups to describe how to use the outcomes from selection and other needs discussed in Section II.

IV. Consolidation of Description Session

Each of the small groups will report back to the entire group. A narrative description of how to use the outcome will result from this section.

V. Summary and Preview

A summary of activities and a preview of Module 19 will be presented.

SAMPLE DATA FROM DECISION M X ON SELECTION OUTCOMES

(SEVERAL SCHOOLS IN ONE DISTRICT)

	LAT			N = 9		N = 12 School 1(All)					N = 5 School 1(LAT)					N = 7 School 1(non-LAT)				
Outcomes	SN*	PA*	SC*	Total	Rank	SN	PA	SC	Total	Rank	SN	PA	SC	Total	Rank	SN	PA	SC	Total	Rank
South Middleton	29	30	26	85	1	45	43	42	130	1	18	19	16	53	1	27	24	26	77	1
ECRI	11	11	11	33	5	8	4	6	18	5	3	4	4	11	5	5	0	2	7	5
Wisconsin Design	12	15	17	44	4	15	14	18	47	4	5	7	10	22	4	10	7	8	25	4
SDR	17	14	18	49	3	24	21	26	71	3	10	9	10	29	3	14	12	16	42	3
Project HOSTS	22	21	19	62	2	26	29	29	84	2	14	12	11	37	2	12	17	18	47	2

	N = 8 School 2 (All)					N = 2 School 2 (LAT)					N = 6 School 2 (non-LAT)				
	SN	PA	SC	Total	Rank	SN	PA	SC	Total	Rank	SN	PA	SC	Total	Rank
South Middleton	30	28	27	85	1	7	7	7	21	1	23	21	20	64	1
ECRI	22	33	25	80	2	7	7	7	21	1	15	16	18	49	2
Wisconsin Design	15	18	15	48	3	3	5	4	12	3	12	13	11	36	3
SDR	7	6	7	20	4	1	0	1	2	5	6	6	6	18	4
Project HOSTS	7	6	7	20	4	3	2	2	7	4	4	4	5	13	5

	N = 2 School 3(LAT)				
	SN	PA	SC	Total	Rank
South Middleton	4	4	3	11	4
ECRI	1	0	0	1	5
Wisconsin Design	4	4	4	12	3
SDR	6	5	7	18	1
Project HOSTS	5	7	6	18	1

PSIP 18.7

*SN= Student Need *PA= Program Analysis *SC= Selection Criteria

SAMPLE DATA SUMMATION FOR SELECTION OUTCOMES

Outcomes	Student Needs	Program Analysis	Selection Criteria	Total	Rank
South Middleton - Smart	79	75	72	226	1
ECRI	31	37	31	99	5
Wisconsin Design	34	36	37	107	4
Systems Directed Reading (SDR)	37	32	40	109	3
Project HOSTS	38	42	42	122	2

N=22

SAMPLE NEEDS ASSESSMENT DATA WITH PRIORITIES INDICATED

Need	Ginn Specific	Ginn Non-specific	Priorities
Overall Scope and sequence	Use of Ginn 720 and sequence charts and Barbe checklist	Use of profiles, record keeping, and charts by teachers	Task will be done by teachers
Supplementary Reading Materials	Some materials available within schools	Teachers to look at other materials	2
Inservice Education	Teachers to be trained in the use of Ginn	Teachers to learn to teach reading in general	1
Diagnostic techniques and tests	Use of Ginn Informal Reading Inventories	Use of alternative tests	3
Teacher Behavior change			
Teacher Support services		Parental/Volunteers	4

DESCRIPTION OF OUTCOMES FOR IMPLEMENTATION

Project Catch-Up

Catch-Up is a project for students having difficulty in reading and math. Students leave their regular classrooms to participate.

Students	Kindergarten through sixth-grade students participate in Catch-Up. Students are nominated by their classroom teachers, and final selections are made in consultations between classroom and project teachers.
Staff	A half-time project director and secretary are needed for Catch-Up. Each Catch-Up lab has three teachers (one of whom is designated lead teacher), a paraprofessional aide, and volunteer parent aides.
Student/Staff Ratio	Staff members generally work with three students at a time, but they may have up to five. Each teacher in Catch-Up takes personal responsibility for the achievement of 18 students during the year, and each aide for 10 students.
Facilities	Each Catch-Up lab requires one classroom, typically located in the project school. The project director needs an office at the district administrative center.
Instruction	Catch-Up teachers and aides plan a variety of activities for each child focused on two or three specific skills that child needs to work on. Children work individually as the staff move about the room giving help where needed. A wide variety of materials is made available to meet whatever needs the students have.
Training	Catch-Up staff attend a two-week training workshop before the lab opens and monthly in-service meetings.
Scheduling	Project staff and classroom teachers jointly schedule students' attendance in the labs for daily 20- to 60-minute sessions. Attendance is planned to avoid conflict with important events in the students' regular classrooms.

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DATA SUMMATIONS FOR SELECTION OUTCOMES

Before beginning Module 18, construct Transparency 18T1, using data generated during the selection activities in Module 16. See pages 18.7 and 18.8 for sample presentations.

NEEDS ASSESSMENT DATA AND SELECTION OUTCOMES

Before beginning Module 18, construct Transparency 18T2, using the priorities set in Module 11, School Needs Definition Summary. See page 18.9.

PSIP
18H3a

DESCRIPTION OF OUTCOMES FOR IMPLEMENTATION

Outcome: ______________________________

Intended Use: ______________________________

____

____

____

Students:

Staff:

(over)

PSIP
18H3b

Materials/Equipment/Facilities

Instruction

Staff Training

Student Scheduling

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 19 IMPLEMENTATION -- IMPLEMENTATION PLAN OUTLINE

PURPOSE: To initiate a planning process and develop a plan outline that will provide a smooth transition from the existing school program or practice to the operation of a program including the selected outcomes.

OBJECTIVES:

To provide the LAT with an understanding of the steps in the implementation phase.

To ensure a common understanding of the nature of the program to be implemented.

To provide the LAT with an outline of generic activities that need to be attended to in the planning.

To provide an explanation of evaluation and why it is necessary.

To introduce major activities in program evaluation and to distinguish between formative and summative evaluation.

To introduce the planning for evaluation chart and explain how it will be developed.

To develop a preliminary implementation plan which sets forth time lines and responsibilities for the specific implemenation activities to be carried out at the school.

EXPECTED OUTCOMES: A preliminary implementation plan addressing the concerns of schedules, budget, staffing, students, facilities, and monitoring and evaluation.

TIME: This module can be completed in a whole-day meeting. Ten days to two weeks will probably be required to collect inputs and reactions to the plan prior to initiating Module 20.

MATERIALS:

Transparencies: 19T1, 19T2, 19T4-19T12, 19T14, 19T18

Handouts: Agenda; 19H3; 19H13; 19H15a-c; 19H16a-c; 19H17; 19H19a-e; 19H20a-e; school year calendar

Copies of the final description of the program to be implemented

SAT prepared list of questions concerning the final program description

Paper and pencils, blackboard and chalk or a flip chart and marker

Overhead projector and screen

MODULE 19 IMPLEMENTATION -- IMPLEMENTATION PLAN OUTLINE

ACTIVITIES:

1. An Overview of the Implementation Process (10 minutes)

Rationale. The LAT should be presented with some idea of the amount of planning necessary prior to actual implementation in the classroom. The more knowledgeable and system smart the person who assumes responsibility for the inbetween SAT-LAT meetings work is, the more efficiently the task can probably be done. In a middle school situation, a department chairperson might be most effective. If the implementation has two distinct strands, perhaps two people can divide the responsibility. The LAT coordinator could certainly continue in this role; on the other hand if a change is desired, this is an excellent opportunity.

Materials	Strategy
	Explain that the Implementation Phase includes all activities that are designed to prepare for the implementation of a new program as well as activities that are associated with the actual operation of the new program. Note that careful planning for each aspect of the implementation as well as evaluation of the program and outcomes will take place. Once the program is in operation, the activities will focus on interpretation of data on program operation. Explain that major inputs to planning will continue to come from the LAT and that, as usual, the SAT will provide structure and technical assistance. Tell them to anticipate that some detailed planning will need to be carried out between major LAT-SAT meetings. Explain that the LAT may wish to continue with the LAT leader doing this follow-up work, or may wish to designate another person, or small group of persons to carry out these tasks. Note that whoever is to carry out the job should be familiar with, or be willing to become familiar with school, district, and union policies concerning budget, inservice education, evaluation, observation of teachers, etc. Ask the LAT if they wish to make this decision at this point, or wait until the end of the agenda, at which point the person's duties may be clearer.

1. An Overview of the Implementation Process (continued)

Materials	Strategy
	Outline the major steps in the implementation phase; the writing of a preliminary implementation plan; submitting it for review by critical persons; revising the plan; planning for evaluation; and monitoring and fine-tuning the implementation plan. Explain that the process will utilize statements, goals, and criteria produced during the needs assessment and selection phases.

2. Introduction to Evaluation (30-45 minutes)

Rationale. The LAT needs to understand that evaluation is a useful tool that can serve their purpose. They need to develop an awareness of the value of evaluation - why it is necessary.

A. Defining Evaluation

Materials	Strategy
19T1, You Can't Make Decisions in the Dark	Explain that evaluation is an essential ingredient in any school improvement program. Note that the primary function of program evaluation is to provide imformation about the program so that those responsible for program planning can make informed decisions.
19T2, Decisions, Decisions	Emphasize the scope of information needed: • Whether resources allocated are adequate to the task. • Whether accountability for effective use of resources can be maintained. • Whether program activities need to be improved and where. • Whether the program should be continued and/or expanded or dropped.

2. A. Defining Evaluation (cont'd.)

Materials	Strategy
19H3, PSIP Evaluation Chart 19T4, Needs Assessment 19T5, Needs Assessment Decisions 19T6, Selection 19T7, Selection Decisions	Evaluation is collecting information relative to predetermined standards and using that information to make a decision. The LAT already has some expertise in this type of process. Explain that there are many types of evaluation. In fact, the LAT has already completed two major evaluation activities, the needs assessment and selection processes. Both of these activities were evaluative in nature. Note that 19H3 shows that during needs assessment, current student achievement was compared with expected levels of achievement set by the LAT. Also during needs assessment the program was compared with the Cooley-Lohnes Model. This was evaluation. The LAT again evaluated when R&D products were screened against LAT criteria. Evaluation (should be) is an integral part of a program because it tells you whether a program is functioning as you planned it and if it is making progress toward stated goals/objectives.

B. Describing Formative and Summative Evaluation

Materials	Strategy
19T8, Program Evaluation Phases 19T9-10, Formative Evaluation and Decisions 19T11-12, Summative Evaluation and Decisions 19H13, Major Steps in Program Evaluation	Introduce transparencies 19T8-12. Note that formative evaluation is documentation of the activities included in implementation plan and in program description. Also note that the data collected in both summative and formative evaluation are similar but are collected to answer different questions. End discussion by stating that for the present time the LAT will focus on formative evaluation based upon their implementation plan and the program description. Introduce 19H13 and relate it to 19H3. Box 1 is the product of selection process. Box 2 is implementation/progress evaluation. Box 3 is outcome evaluation.

2. Introduction to Evaluation (cont'd.)

C. Introducing Evaluation Planning Chart

Materials	Strategy
19T14, Major Activities in Program Evaluation	Show 19T14 and discuss the sequence of evaluation activities.
19H15a,b,c, Sample Implementation Planning Chart	Show the LAT that the major activities in the first column of 19H15 are also in the first column of 19H16.
19H16 a,b,c, Sample Evaluation Planning Chart	Introduce questions from 19H17 relative to formative evaluation and provide time for brief discussion of the questions.
19H17, Evaluation Questions	Close by telling the LAT that the chart will be completed next session. Make them aware that the summative evaluation plan will be developed at a later date.

3. Review of the Final Program Description (30 minutes)

Rationale. In reviewing the school's description with an eye toward building the implementation plan, the SAT may find it necessary to ask the LAT for more detail. If time has elapsed since Module 18, the LAT may need to refresh its conception of the program.

Since the group will work to build the implementation plan, they should share a common view of the program description. This activity should focus the group on the important dimensions of the implemenation plan, and, at the same time, promote discussion that will lead to a common understanding of the program.

Materials	Strategy
School's Final Description of Program to be Implemented	Remind the LAT that since the Program Description will be used to plan the implementation, it is essential that the description be comprehensive and understood by all.
	If the SAT has no specific questions, ask the LAT to read the document and raise any questions of clarity.

3. Review of the Final Program Description (cont'd)

19T18. Implementation Planning Chart

Introduce the topics to be covered in the implementation plan. Then divide the LAT according to their expertise into 5 groups, one for each topic. The principal should probably work on program timing and budget.

Have each group reread the program description looking for implications for one of the topic areas listed below that are NOT specifically attended to in the program description. For example, the group focusing on Staff Assignments, Orientation and Training should check that all timing, budget, materials, scheduling and evaluations concerns related to staff and training are attended to in this description.

After about 15 minutes, ask each group to report any missing dimensions of the description. These should be discussed by the group and the agreed-upon detail should be added to the description.

4. Description of the Preliminary Implementation Planning Task (20 minutes)

Rationale. The implementation planning charts are explained and work groups should understand their objective. (The groups were established in Activity 3).

Materials

19H19 a, b, c, d, e Implementation Planning Chart

19H20 a, b, c, d, e. Sample Questions for Implementation Planning Chart

Strategy

Review the goal for the day, the completion of a chart similar to the one on the transparency. Explain that each one of the groups will work on one of the topics. The types of activities to be listed under a topic are detailed somewhat on 19H20. Stress these activities are only samples that are neither all inclusive nor appropriate to all programs. You may wish to illustrate some of these by using the school's program description.

Explain that the "date" colum may be completed using an actual date, or by giving a time relative to some "milestone event," e.g., two weeks after the last teacher-training session, or one week prior to the arrival of students.

Note that at this point, staff responsibilities need not be attached to a name, but that the tasks should, however, be identified (the group may wish to suggest persons or characteristics of a person).

Explain that if a factor under consideration by the Student Scheduling group has implications for the Budgeting group, the Student group should send a note to, or consult with, the Budgeting group.

4. Description of the Preliminary Implementation Planning Task (cont'd)

Explain to the groups that they will work independently at first, and then exchange notes and ideas during the last 15 or 20 minutes.

Remind the group that during a later activity the LAT as a whole will review the plan for cohesiveness and adjustment in time.

5. Formulating the Preliminary Implementation Plan (60 minutes)

Materials	Strategy
	For perhaps the first forty minutes, have each group work on its own area. Then have them exchange notes and spend the last 15 minutes incorporating inputs from other groups.
BREAK (10 minutes)	LUNCH ORDERS CAN BE TAKEN IF LUNCH IS TO BE EATEN IN. ALSO, THIS TIME CAN BE USED TO DUPLICATE COPIES OF COMPLETE SECTIONS OF THE PLANNING CHARTS.

6. Consolidating Inputs for the Preliminary Implementation Plan (60 minutes)

Rationale. The entire LAT should see the list of activities and work to coordinate time lines and suggest staff responsibility assignments.

Materials	Strategy
Copies of completed sections of the planning chart. Blackboard and chalk	Have the group review each of the five sections of the chart. Remember that the first order of business may be to establish a consensus on the time line for implementation. If you wish, plot major events on the time line on a board and check them against the school calendar. As each section is reviewed, revise activities and dates. Have the LAT make staff assignments if possible. You may wish to rework the implementation plan chronologically as shown in 19H15.

7. Planning a Review of the Preliminary Implementation Plan (60 minutes)

Rationale. The plan should be distributed for review and response to other staff, school or district personnel and the SAT.

7. Planning a Review of the Preliminary Implementation Plan (cont'd)

Materials	Strategy
	Ask the LAT for suggestions for individuals to review the plan. Explain that any faculty who will participate in implementation, but who are not LAT members, should be asked. Have them consider including district curriculum personnel and/or specialists, faculty union representatives, a PTA member, any department chairman in some way indirectly affected and/or guidance personnel.

Materials	Strategy
	Have the LAT assign responsibilities for duplicating and distributing the report. The modes of collecting input (verbal, written, checklist, questionnaire) should be agreed upon, and, if necessary, designed.

8. Summary (10 minutes)

Materials	Strategy
	Describe the tasks for Module 20 (finalization of the Implementation Plan and Work on the Evaluation Plan). Encourage LAT members to list those features and goals of the program that they feel should be monitored or evaluated. Review responsibilities for putting the Preliminary Implementation Plan together, distributing it to reviewers, gathering feedback, and reporting the feedback in Module 20.

FOLLOW-UP: The Preliminary Implementation Plan should be typed, read by the LAT, and then circulated to other staff members and/or district personnel for their suggestions. The suggestions of the readers will serve as input for Module 20.

Agenda

Module 19 Implementation -- Implementation Plan Outline

I. An Overview of the Implementation Process

The purpose and major activities of the phase are presented. The outcomes for the entire phase and for the present module are discussed.

II. Introduction to Evaluation

A. Definition of Evaluation

LAT is made aware of the fact that it has already engaged in evaluative-type activities during the needs assessment and relocation processes.

B. Description of Major Activities in Program Evaluation

The differences between summative and formative evaluation are discussed.

C. Introduction of Evaluation Planning Chart

A general description of how the evaluation is to be planned is presented.

III. Review of the Final Program Description

The description of the selected innovation, prepared at the end of the selection phase, will be discussed in order to provide a common background for the implementation planning. Questions raised by the SAT will be discussed.

IV. Description of the Preliminary Planning Task

A preliminary planning chart will be reviewed and explained. Procedures for completing the chart will be outlined.

V. Formulating the Preliminary Implementation Plan

Small groups, provided with an outline, will brainstorm and list needed implementation activities.

VI. Consolidating Inputs for the Preliminary Implementation Plan

The input from the various discussion groups is presented to the total LAT. A time line for all activities and staff responsibilities for each activity are agreed upon. Note: Lunch may intervene during this activity.

VII. Planning a Review of the Preliminary Implementation Plan

The group will discuss who should be asked to review and respond to preliminary plan. Responsibilities for duplication and distribution of copies as well as for gathering inputs will be decided.

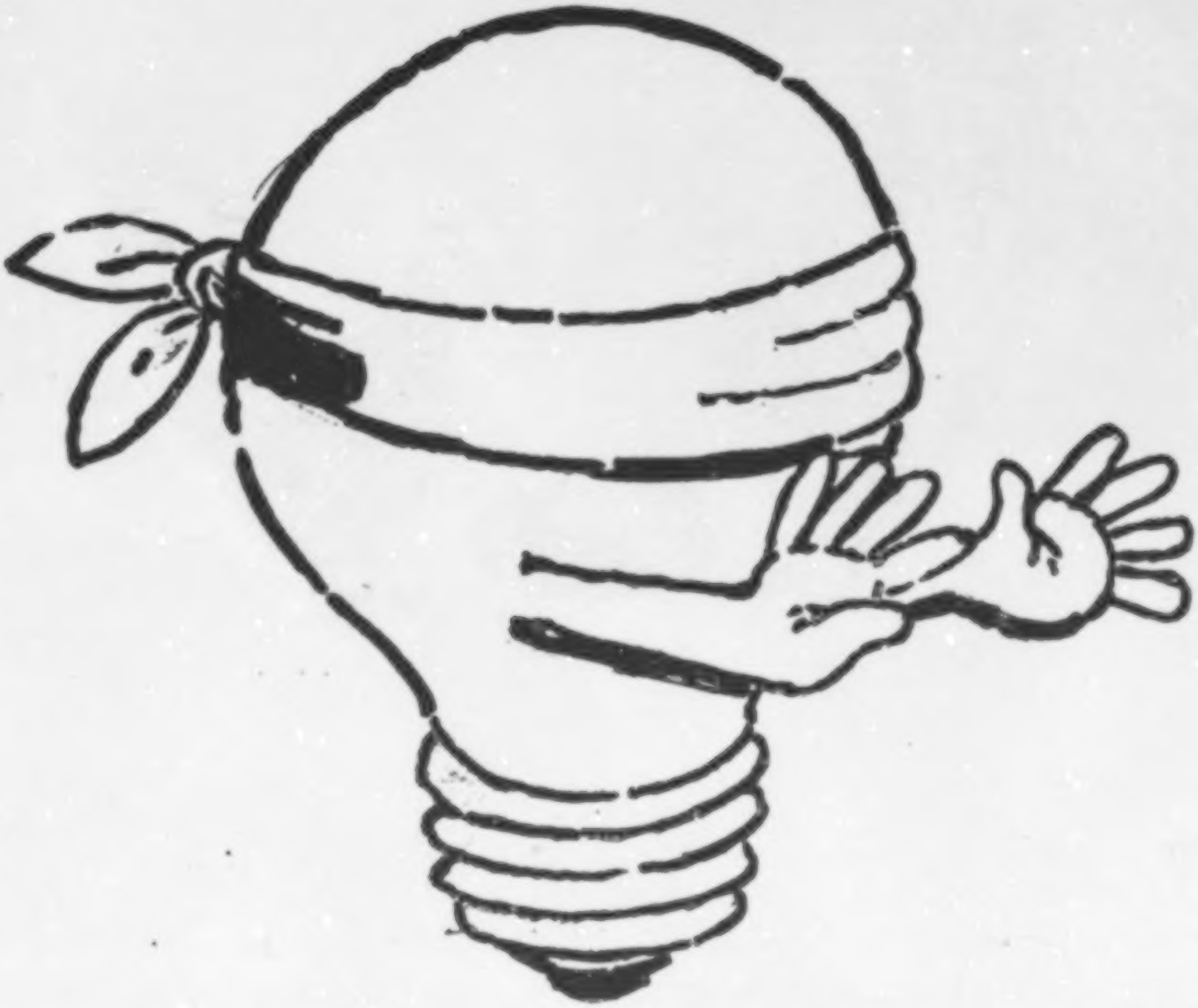
VIII. Summary

The progress to date is summarized and the plan for Module 20 is outlined. Responsibilities for activities occurring between the modules are reviewed.

PSIP
19T1

YOU CAN'T MAKE DECISIONS

IN THE DARK



PSIP
19T2

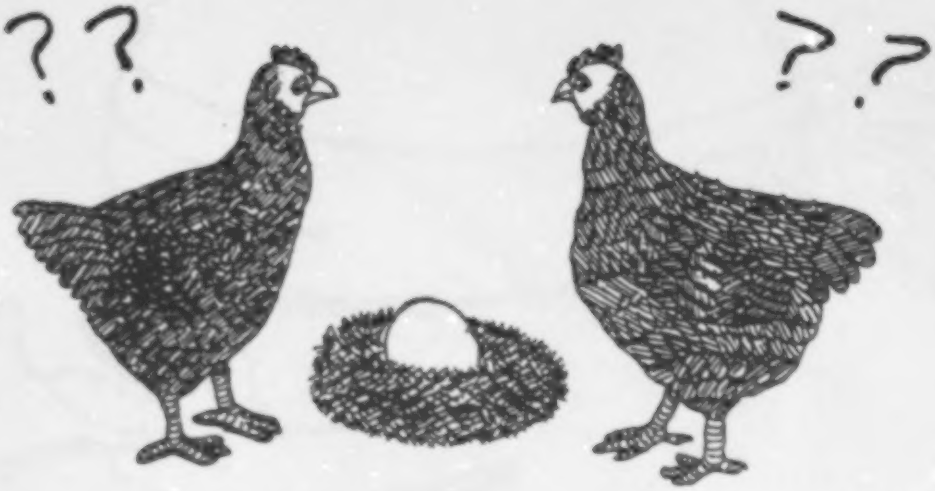
DECISIONS, DECISIONS

Is it Mine or Yours?

Should we enlarge the Nest?

Is there a better way to keep it warm?

Shall we Hatch it or not?

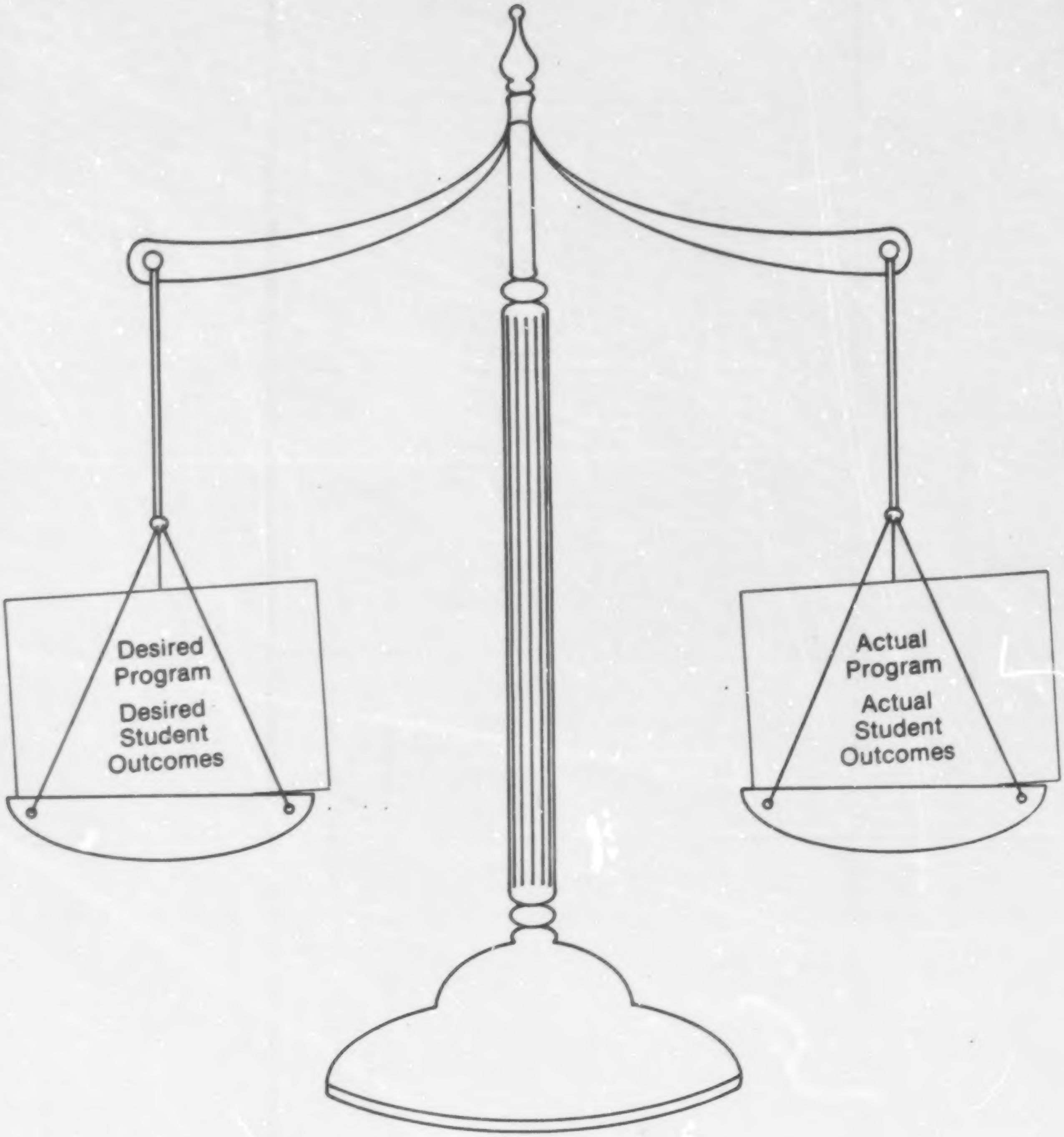


PSIP EVALUATION CHART

NEEDS ASSESSMENT	PROGRAM SELECTION	PROGRAM IMPLEMENTATION EVALUATION (Formative)		PROGRAM OUTCOME EVALUATION (Summative)
1. List goals	1. Alternative strategies	1. Is the program functioning as planned?	1. Are goals being achieved?	1. Student outcome implied by goals
2. Prioritize goals	2. Feasibility of alternatives Staff Cost ($), Time Relevance	2. Why are there discrepancies?	2. Any unanticipated outcomes	2. Unanticipated outcomes
3. Discrepancy analysis	3. Select program	3. Effects of discrepancies ↓ Program modification	3. Reasons for expected and ↓ Program modification	3. Impact ↓ Program certification or Institutionalization
4. Reconcile program and discrepancies ↓ Decision matrix ↓ Program selection	4. Design implementation plan ↓ Program implementation			

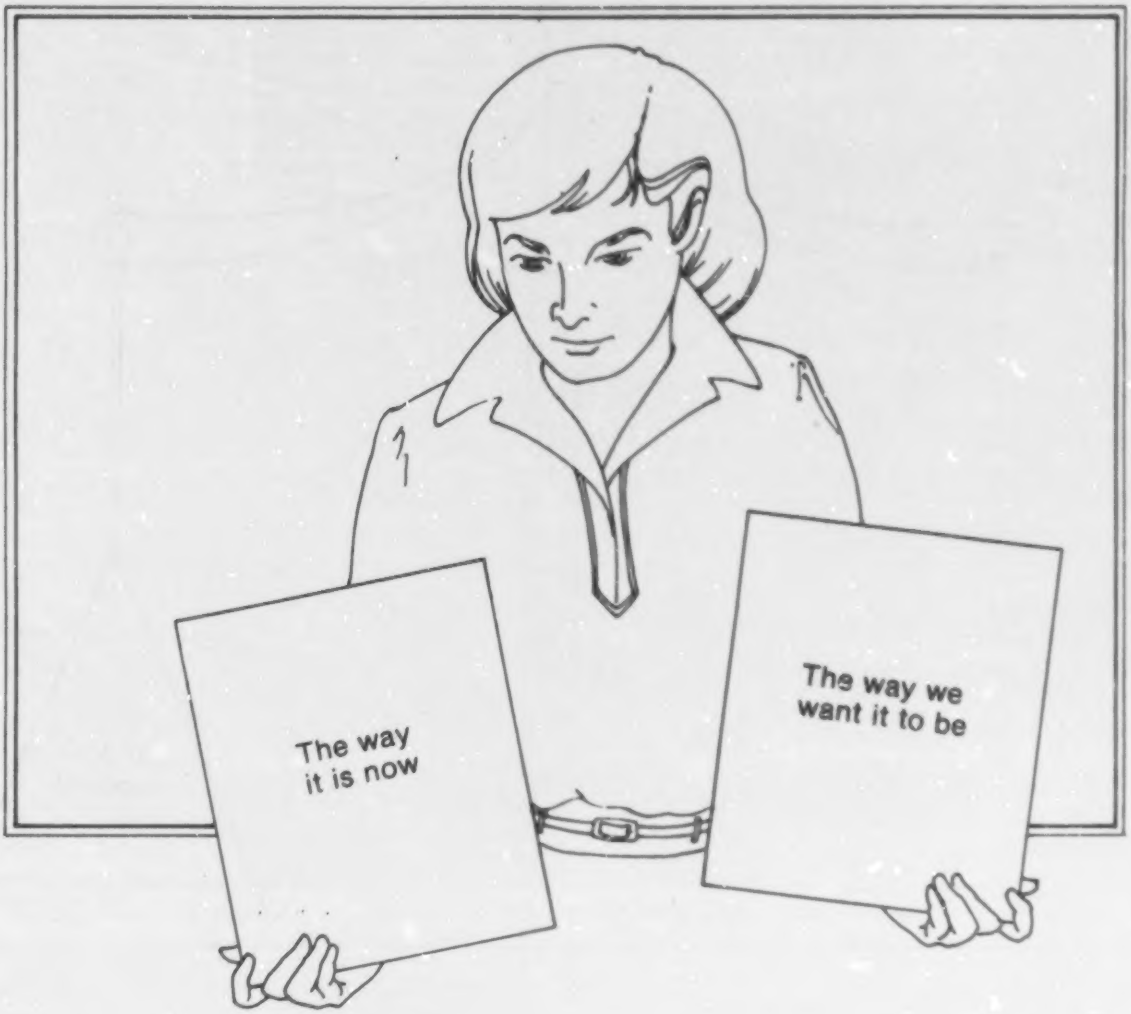
PSIP
19T4

Needs Assessment


Desired
Program
Desired
Student
Outcomes
Actual
Program
Actual
Student
Outcomes

PSIF
1975

Needs Assessment Decisions

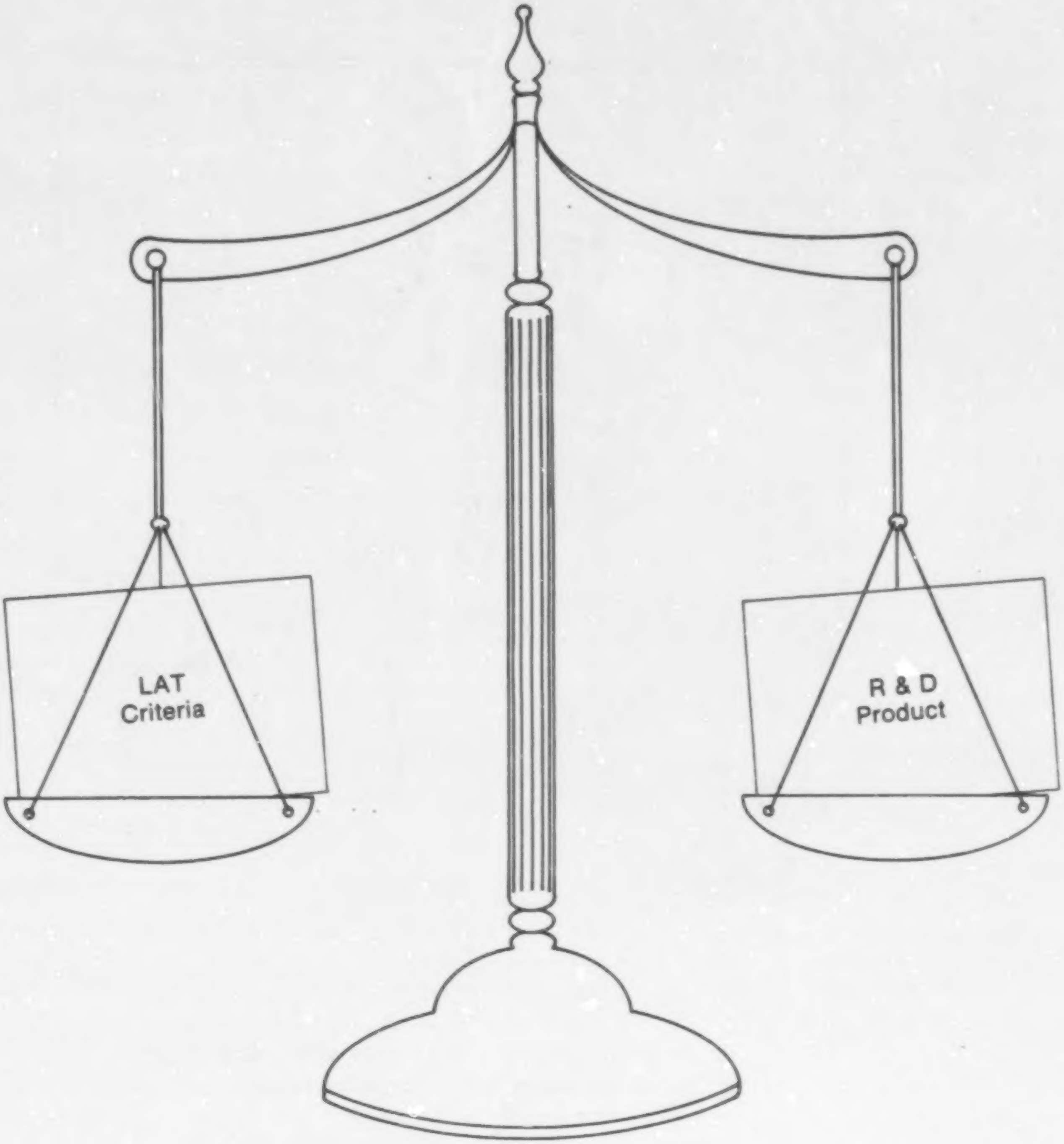

The way it is now
The way we want it to be

DECISION: Do we need to improve or change what we're doing?

ACTION: (a) Search for better way to reach our goals.
(b) Continue with present program.

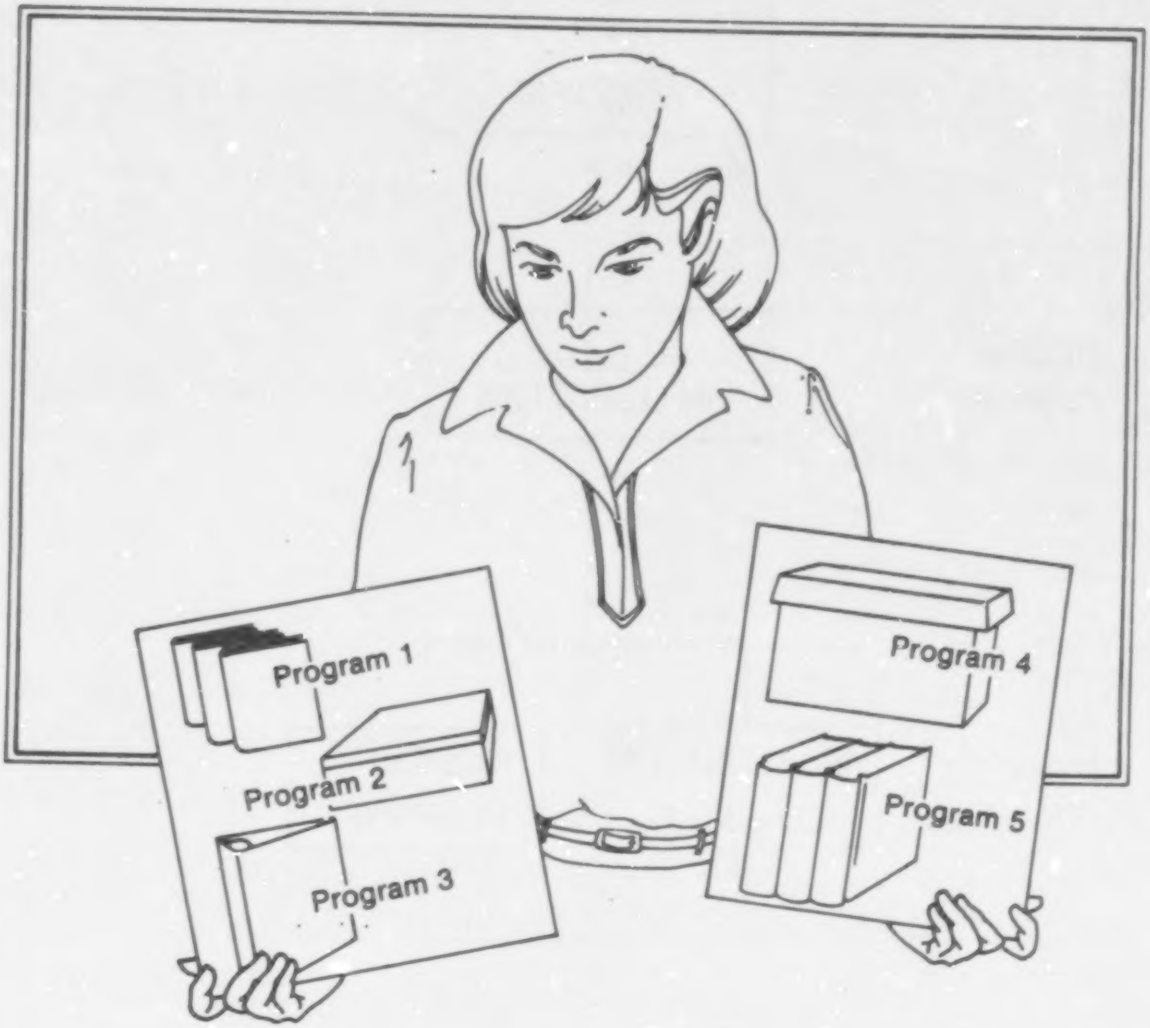
PSIP
19T6

Selection


LAT
Criteria
R & D
Product

PS12
1977

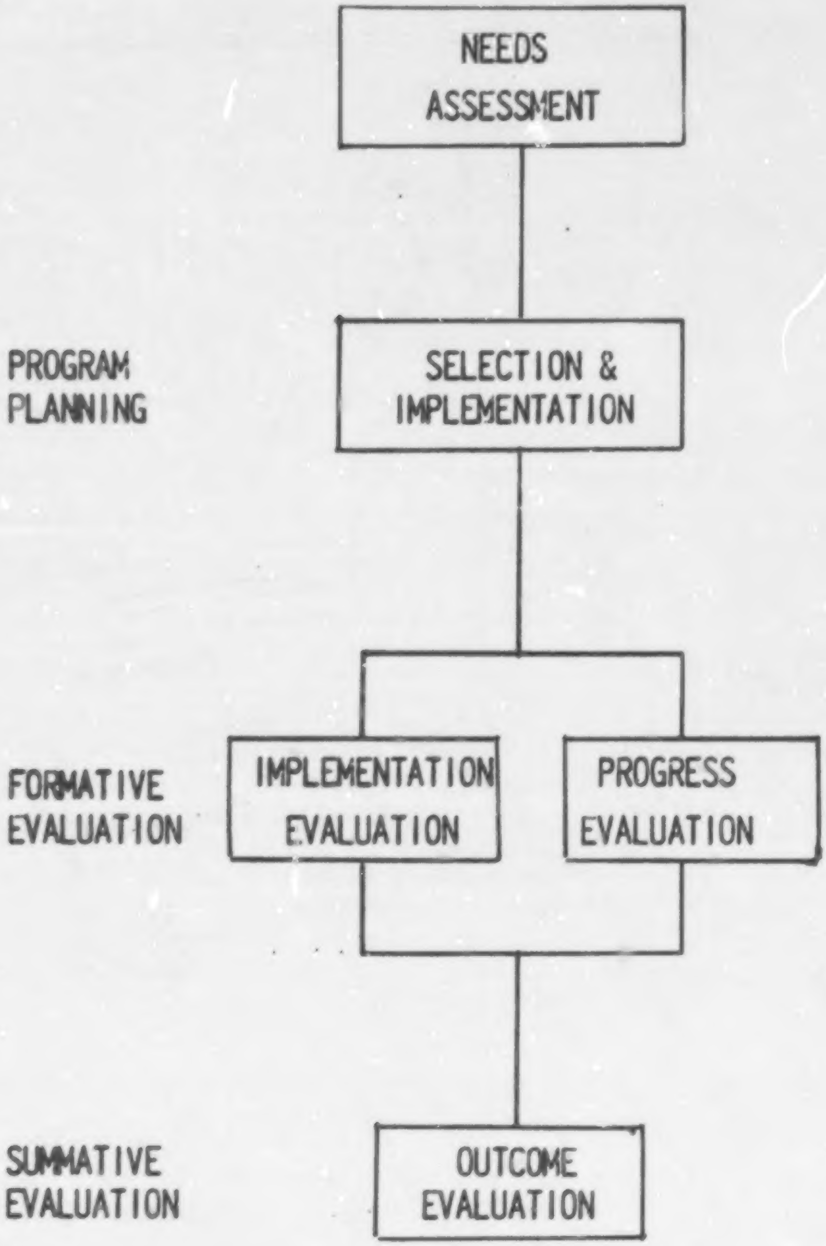
Selection Decisions


Program 1
Program 2
Program 3
Program 4
Program 5

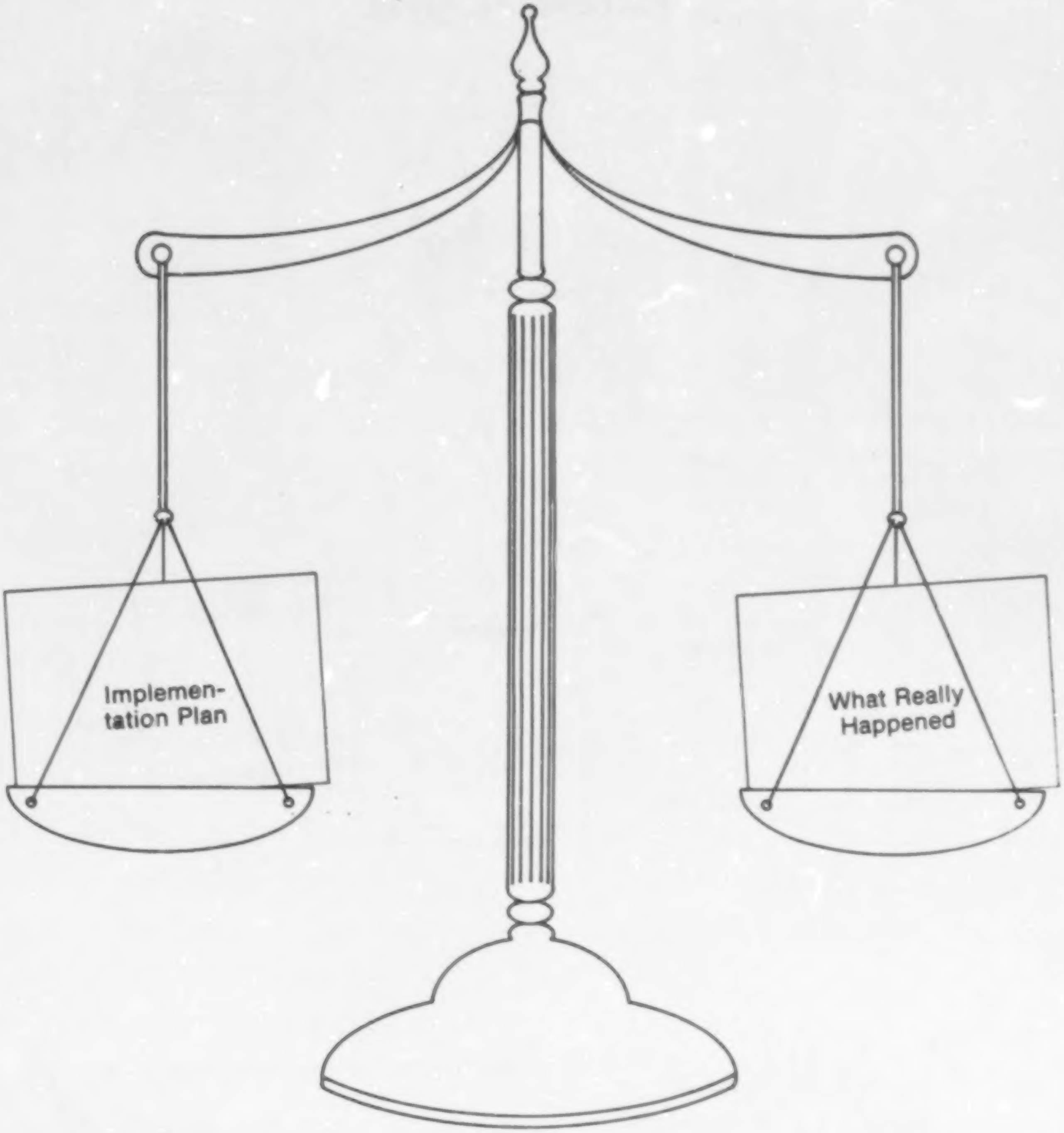
DECISION: Which R & D product is best for us?
ACTION: Plan for and execute implementation of product selected.

PSIP
1978

PROGRAM EVALUATION PHASES


NEEDS ASSESSMENT
PROGRAM PLANNING
SELECTION & IMPLEMENTATION
FORMATIVE EVALUATION
IMPLEMENTATION EVALUATION
PROGRESS EVALUATION
SUMMATIVE EVALUATION
OUTCOME EVALUATION

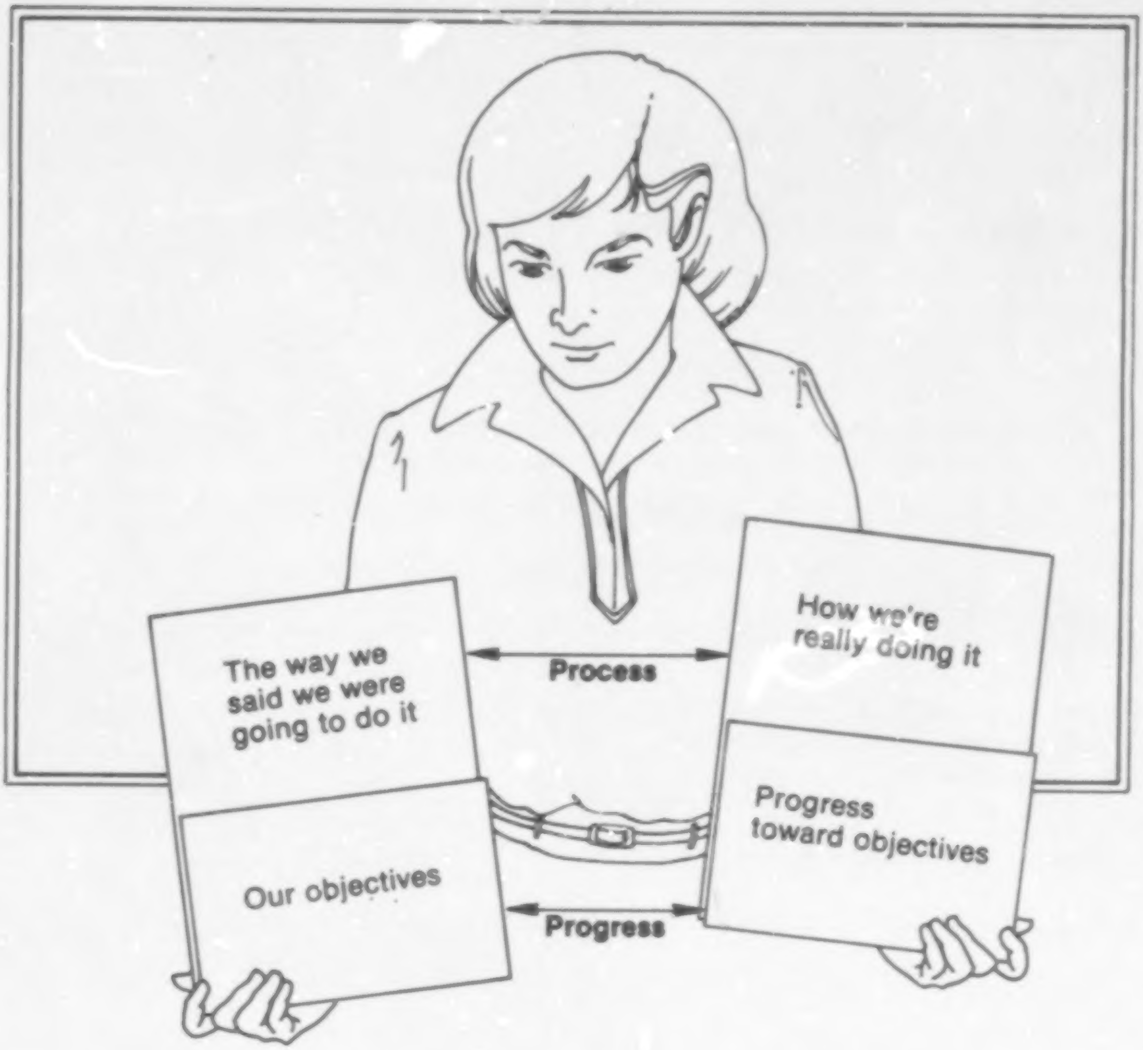
Formative Evaluation


Implementation Plan
What Really Happened

PSIP
19T10

Formative Evaluation Decisions

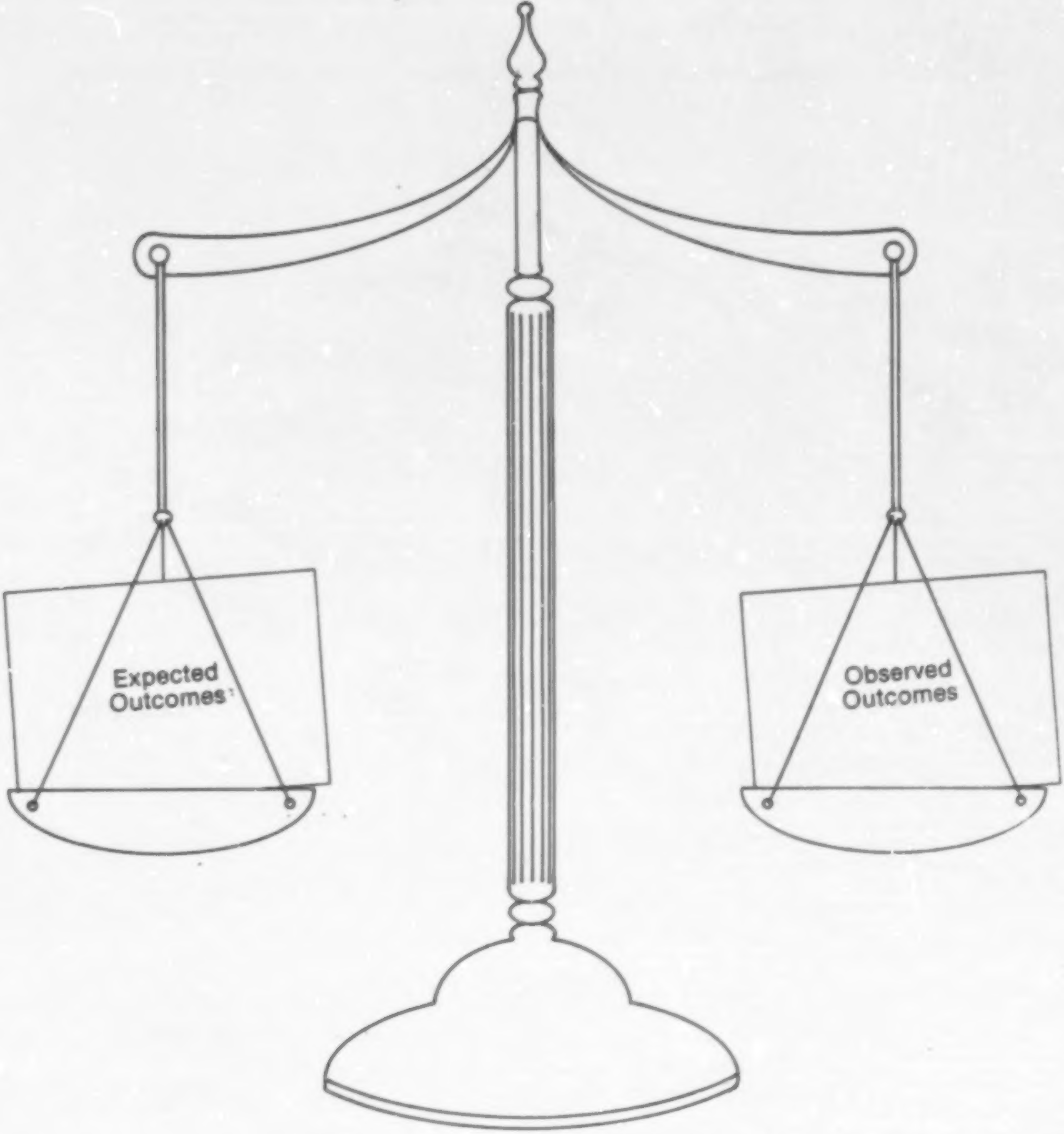
Process, Progress


The way we said we were going to do it
Process
How we're really doing it
Our objectives
Progress
Progress toward objectives

DECISION: Is the program doing what we expected? Are we being faithful to the implementation plan?

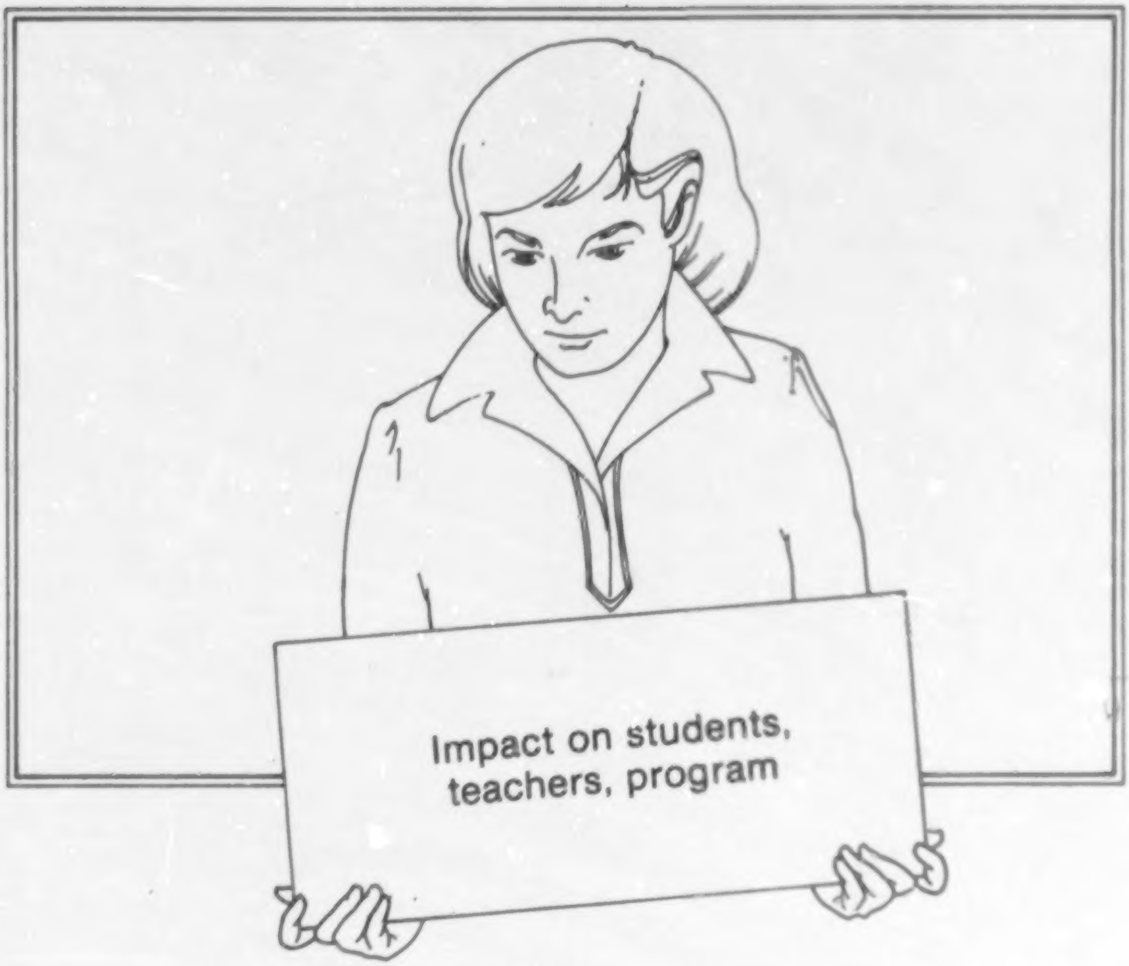
ACTION: (a) Revise/modify program plan to match what we're doing.
(b) Modify what we're doing to match program plan.

Summative Evaluation


Expected Outcomes
Observed Outcomes

PSIP
19T12

Summative Evaluation Decisions

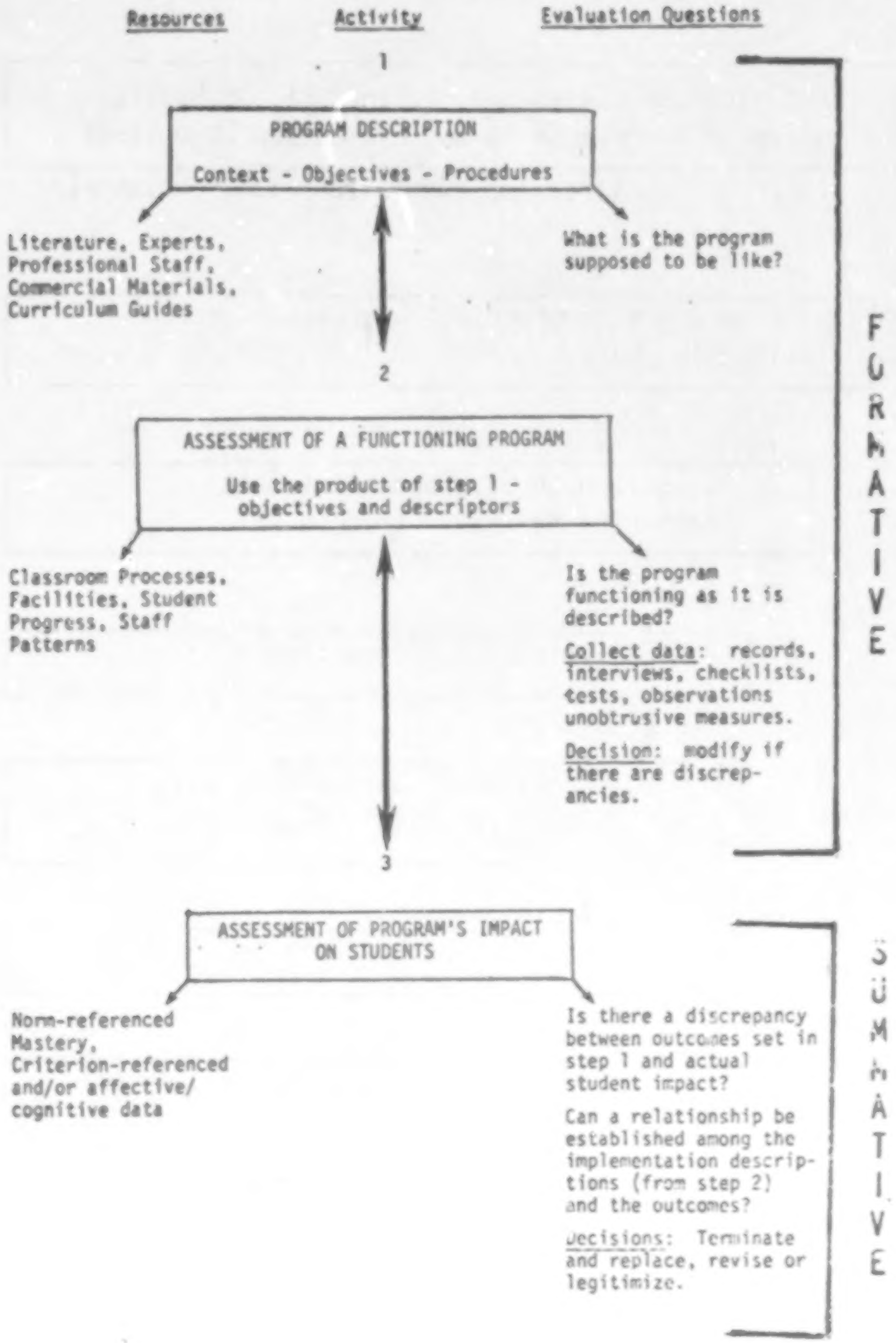

Impact on students, teachers, program

DECISION: Did the program have a positive impact on students?

ACTION: Yes→program becomes part of regular curriculum.
No→discontinue or modify and reassess.

PSIP
19H13

MAJOR STEPS IN PROGRAM EVALUATION



Resources — **Activity** — **Evaluation Questions**

1

PROGRAM DESCRIPTION

Context - Objectives - Procedures

Literature, Experts, Professional Staff, Commercial Materials, Curriculum Guides

What is the program supposed to be like?

2

ASSESSMENT OF A FUNCTIONING PROGRAM

Use the product of step 1 - objectives and descriptors

Classroom Processes, Facilities, Student Progress, Staff Patterns

Is the program functioning as it is described?

Collect data: records, interviews, checklists, tests, observations unobtrusive measures.

Decision: modify if there are discrepancies.

FORMATIVE

3

ASSESSMENT OF PROGRAM'S IMPACT ON STUDENTS

Norm-referenced Mastery, Criterion-referenced and/or affective/cognitive data

Is there a discrepancy between outcomes set in step 1 and actual student impact?

Can a relationship be established among the implementation descriptions (from step 2) and the outcomes?

Decisions: Terminate and replace, revise or legitimize.

SUMMATIVE

PSIP
19T14

MAJOR ACTIVITIES IN PROGRAM EVALUATION

1. Specification, Selection, Refinement, or Modification of Program Goals and Evaluation Objectives
(from Implementation Plan - Column-I)

2. Planning of Appropriate Evaluation Design (Module 20)

3. Selection on Development of Data Gathering Methods (Module 21)

4. Collection of Relevant Data

5. Processing, Summarizing and Analyzing Data (Module 22)

6. Contrasting Data and Objectives

7. Reporting and Feedback of Results

SAMPLE IMPLEMENTATION PLANNING CHART

ACTIVITIES TO BE CONDUCTED	DATES	STAFF RESPONSIBILITY
1. Development of management system	7/1/78-6/30/79	LAT, principal, reading coordinator "will coordinate all activities"
1.1 Develop reading skills list K-4		
a. Review current list, Ginn scope and sequence, Barbe list, etc.	7/17-24/78	
b. Compile Keystone skills list		
c. Submit Keystone skills list to total staff for input	7/30/78	
d. Write final list of reading skills for Keystone	8/20-30/78	
1.2 Develop criterion-referenced tests (CRTs)	7/1/78-6/30/79	LAT, principal, reading coordinator will plan and direct all activities
a. Inservice for LAT in CRT construction	7/30/78	Consultant provides inservice
b. Writing sample CRTs by LAT	8/6/78	LAT and reading coordinator

SAMPLE IMPLEMENTATION PLANNING CHART

ACTIVITIES TO BE CONDUCTED	DATES	STAFF RESPONSIBILITY
c. Total staff inservice in writing CRTs	10/1/78	LAT and reading coordinator
d. Total staff writes CRTs for critical skills by grade level	10/15/78- 3/1/79	Directed by LAT and reading coordinator
e. Field test CRTs	3/1/79-5/1/79	Reading coordinator
f. Revise CRTs	5/1-6/15/79	Reading coordinator and LAT
g. Print final version of CRTs for all grade levels	6/15-30/79	Reading coordinator and LAT
1.3 Develop student record system	9/1/78-6/30/79	Reading coordinator LAT, principal and total staff
a. Inservice LAT in development of student checklist	9/15/78 -	Reading coordinator LAT and principal
b. Relate checklist to CRTs	10/15/78	
c. Develop student record forms	11/1/78 -	
d. Develop report cards	3/3/79	
e. Train total staff in use of student recordkeeping system, CRTs and skills list	3/15/79 - 6/30/79	

SAMPLE IMPLEMENTATION PLANNING CHART

ACTIVITIES TO BE CONDUCTED	DATES	STAFF RESPONSIBILITY
2. Installation of management system	7/1/79-6/30/80	LAT, reading coordinator and principal
2.1 Staff training in use of: a. Skills list b. CRTs c. Student record-keeping system	8/5/79-8/10/79	Reading coordinator and LAT
2.2 Begin use of system in classrooms K-4 for 1979-80 school term a. Distribute skills list, CRTs, student record forms b. Monitor use of system	9/15/79	Reading coordinator and total staff
2.3 Assess effectiveness of system a. Teacher logs b. Interviews c. Evaluation forms	11/1/79-5/1/80	Reading coordinator LAT and principal
2.4 Revise system	6/15-30/80	Reading coordinator LAT and principal

PSIP
19H15c

SAMPLE EVALUATION PLANNING CHART

Program to be Evaluated: SMART - South Middleton Reading Program
Classes Involved: All K-4

PROGRAM ACTIVITIES	EVALUATION QUESTIONS	TYPE OF INSTRUMENT NEEDED AND CATEGORY OF RESPONDENT	STANDARD AND/OR TYPE OF COMPARISON
1. Development of SMART for Keystone Elementary School			
1.1 Development of Reading skills list	1.1 Does it reflect what is taught at each grade level?	1.1 Review by experts in field of Reading?	1.1 Expert opinion
	Is it compatible with basal series and other material in use?	Review by staff	Staff experience and background
	Is the number of skills assigned to a school term reasonable?	Review by Reading coordinator	Coordinator's experience, other skills such as Barbe and Barrett
	Is the sequence appropriate?		
	Are any essential skills missing?	Match skills against desired student outcome charts	First column of desired student outcome chart
	Can it be used with other basals?	Review by experts	Expert opinion
1.2 Development of criterion-referenced tests (CRTs)	1.2 Have teachers/LAT been trained in writing CRTs?	1.2 Monitoring of inservice	1.2 Experience of monitor-objectives of inservic
	Is there an accepted definition of what a CRT is?	Consultant review of documents and tests produced	Experience and background of reviewers
	Have standards been set for: CRT length, number of items, mastery levels, format, response type, administration, guides?	Consultant review of documents and tests produced	

SAMPLE EVALUATION PLANNING CHART

Program to be Evaluated: SMART - South Middleton Reading Program
Classes Involved: All K-4

PROGRAM ACTIVITIES	EVALUATION QUESTIONS	TYPE OF INSTRUMENT NEEDED AND CATEGORY OF RESPONDENT	STANDARD AND/OR TYPE OF COMPARISON
1.2 Development of criterion-referenced tests (CRTs) (Cont'd)	Are tests available for all critical skills?	Review by staff and Read-coordinator	Experience and background of reviewers
	Has the staff been trained in use of CRTs?	Monitoring of inservice by Reading coordinator	Experience of monitor and participant evaluation
1.3 Development of student record system	1.3 Does the student checklist match CRTs?	1.3 Visual comparison	1.3 CRT items
	Are the student record forms easy to use?	Evaluation by LAT after trial	Staff's professional judgment
	Are report cards and student records compatible?	Visual comparison and staff review	Forms printed and in schools September 1, 1979
	Are all forms printed?	Observation	
2. Installation of system			
2.1 Staff training in system	2.1 Have all of K-4 teachers attended inservice?	2.1 Log of inservice attendance	
		Pre/posttest related to service objectives	
		Teacher self-assessment	

SAMPLE EVALUATION PLANNING CHART

Program to be Evaluated: SMART - South Middleton Reading Program

Classes Involved: All K-4

PSIP
19H16c

PROGRAM ACTIVITIES	EVALUATION QUESTIONS	TYPE OF INSTRUMENT NEEDED AND CATEGORY OF RESPONDENT	STANDARD AND/OR TYPE OF COMPARISON
2. Installation of system (Cont'd)			
2.2 Begin use of system K-4	2.2 Can every teacher use skills list, CRTs and student recordkeeping forms?	2.2 Teacher self-report, observation and monitoring by Reading coordinator	2.2 All of K-4 teachers using system by September 30, 1979. Folders in classroom for every student.
2.3 Assess effectiveness of the system	2.3 Are student records used as an aid in planning instruction? Are CRTs administered regularly?	2.3 Teacher reports, observation, etc.	2.3 Lesson plans should reflect student records teacher reports should note daily use of student data, regular administration of CRTs

EVALUATION QUESTIONS

Formative (Implementation/Monitoring)

1. Why does program implementation need to be evaluated? What questions need to be answered?
2. What critical elements of the program have to be evaluated during program implementation?
3. How do we evaluate program implementation critical elements?
4. Who will be responsible for evaluation procedures?
5. What kinds of decisions will be made on basis of our evaluation?
6. What kind of data/information will we need to make these decisions?
    - Data on staff training
    - Quality of materials
    - Student progress toward objectives
    - Frequency/quality of program activities
7. Are there instruments available to collect this information?
8. Does the program have evaluation procedures built into it that we can use to collect the information we need?
9. Do we have to construct instruments to monitor/evaluate implementation of the program?

Summative (Outcome)

1. Why do we have to evaluate impact of program on students? When shall we evaluate the impact of the program on students?
2. How shall we evaluate the impact of the program on students? What kinds of data do we have on hand for use in summative evaluation? What data will we have to collect?
3. Who will be responsible for evaluating the impact on students?
4. Are there instruments available as part of the program to evaluate impact on the students? If not, where can we get instruments?

IMPLEMENTATION PLANNING CHART

PSIP 19T18

ACTIVITIES TO BE CONDUCTED	DATES	STAFF RESPONSIBILITY
A. Program Timing and Budgeting		
B. Staff Assignments, Orientation and Training		
C. Materials, Equipment, and Facilities		
D. Student Scheduling and Instructional Procedures		
E. Monitoring and Evaluation		

IMPLEMENTATION PLANNING CHART

ACTIVITIES TO BE CONDUCTED	DATES	STAFF RESPONSIBILITY
A. Program Timing and Budgeting		

PSIP
19H19a

IMPLEMENTATION PLANNING CHART

ACTIVITIES TO BE CONDUCTED	DATES	STAFF RESPONSIBILITY
B. Staff Assignment, Orientation, and Training		

IMPLEMENTATION PLANNING CHART

ACTIVITIES TO BE CONDUCTED	DATES	STAFF RESPONSIBILITY
C. Materials, Equipment, and Facilities		

PSIP 19H19C

IMPLEMENTATION PLANNING CHART

ACTIVITIES TO BE CONDUCTED	DATES	STAFF RESPONSIBILITY
D. Student Scheduling and Instructional Procedures		

IMPLEMENTATION PLANNING CHART

ACTIVITIES TO BE CONDUCTED	DATES	STAFF RESPONSIBILITY
E. Program Monitoring and Evaluation		

PSIP
19H19e

SAMPLE QUESTIONS FOR USE IN PREPARING AN IMPLEMENTATION PLANNING CHART

A. Program Timing and Budgeting

1. Do you plan to implement the program in all grades? With all teachers? With all students?
2. How much time is needed to prepare for proper implementation of the program?
3. Has a firm date been established for implementation of the program? Is this date compatible with the school calendar?
4. Do any changes need to be made in the current school program in order to implement this program?
5. What are some major problems that might force us to change the implementation date?
6. Can we delay implementation if we run into serious problems?
7. What are the major line items in the budget?
8. Has a budget been proposed and approved by the administration for the new program?
9. What steps have been taken to seek approval, if it has not already been granted?
10. Is the budget realistic?
11.
12.

B. Staff Assignment, Orientation and Training

1. Have all the instructional staff been assigned and their roles defined? Support staff? Program Manager?
2. Do we need a training program for the instructional and/or support staff?
3. What kind of training program for each staff?
4. Who will do the training?
5. Has a training schedule been developed?
6. Where will the training take place?
7. Who should attend the training?
8. Does a list of questions to be addressed during training need to be compiled? Should this list be sent to the trainer prior to training?
9. Does a training evaluation form need to be developed?
10. Will the implementation of the program be monitored?
11. Should an orientation to the program be conducted for administrators and teachers in this school and in feeder or sender schools?
12. How can we obtain funds for the training activity?
13. Should parents be oriented to the program? What information should they be given?
14. When should each of these orientations occur?
15. . . .
16.

C. Materials, Equipment, and Facilities

1. What elements of the program are being used?
2. Do we have a list of all materials and equipment needed?
3. Is an inventory of existing materials needed?
4. Have the materials and equipment that are not currently available been ordered?
5. Who is responsible for inventorying materials as they are received?
6. Where will the materials be stored?
7. Does a filing system need to be set up?
8. Do any materials need to be developed?
9. Do any materials need to be reproduced?
10. Do check-out procedures need to be developed for the materials?
11. Do any record-keeping forms need to be developed?
12. Have arrangements been made for distribution of materials or installation of equipment?
13. Will any changes need to be made on the report cards?
14. Are the necessary facilities reserved and schedules prepared for their use?
15. Are any modifications needed to the existing facilities? How much time will such alterations take?
16.
17.
18.

D. Student Scheduling and Instructional Procedures

1. How much time is needed each day to implement the program?
2. Is a school schedule needed for the program?
3. Do students need to be grouped within or between classes? By what means will the students be grouped?
4. Do students need to be tested at the beginning of the program?
5. Is a student orientation to the program needed? What topics covered?
6. Are the instructional procedures clearly defined in the program descriptions or the published manuals for the program?
7. Is the scope of each activity clearly defined?
8. Has a sequence for each activity been determined? Scheduled?
9. Will all students follow the same sequence?
10. Have major implementation milestone event dates been established? (e.g., first writing sample, report form #1, posttest, etc.)
11.
12.

E. Program Monitoring and Evaluation

Monitoring

1. Is there a form for determining the effectiveness of the training for the instructional and/or support staff for administering after the training session and/or after implementation?
2. Have the essential features of the program been identified so that they can be monitored?
3. Is a program monitoring checklist available? Does it need to be modified?
4. Is there a form available which can be used to provide feedback on implementation problems?
5. Is there a method available for providing feedback on changes that need to be made to program materials and procedures?
6. Are there instruments available for measuring student progress within the program?
7. Is there a plan for monitoring student achievement relative to the program objectives?
8.
9.
10.

Formative (Implementation)

1. Why program implementation has to be evaluated? What questions need to be answered?
2. What critical elements of the program have to be evaluated during program implementation?
3. How do we evaluate program implementation critical elements?
4. Who will be responsible for evaluation procedures?
5. What kinds of decisions will be made on basis of our evaluation?
6. What kind of data/information will we need to make these decisions?.

E. Program Monitoring and Evaluation (cont'd)

Formative (Implementation) (cont'd)

7. Are there instruments available to collect this information?

8. Does the program have evaluation procedures built into it that we can use to collect the information we need?

9. Do we have to construct instruments to monitor/evaluate implementation of the program?

10.

Summative (Outcome)

1. Why do we have to evaluate impact of program on students? When shall we evaluate the impact of the program on students?

2. How shall we evaluate the impact of the program on students? What kinds of data do we have on hand for use in summative evaluation?

3. Who will be responsible for evaluating the impact on students?

4. Are there instruments available as part of the program to evaluate impact on the students? If not, where can we get instruments?

5.

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 20 IMPLEMENTATION PLAN DETAILS

PURPOSE: To complete a detailed plan to guide all anticipated implementation activities and to develop a formative evaluation plan.

OBJECTIVES:

To review and accommodate inputs from the review of the preliminary implementation plan and complete the final implementation plan

To formulate an appropriate Formative Evaluation Plan including major activities, activity responsibilities, and an evaluation timeline.

To assign specific responsibilities for the monitoring tasks.

EXPECTED OUTCOMES: A final implementation plan addressing the concerns of schedule, budget, staff, students, facilities, evaluation, and assignment of staff responsibilities for the various implementation and evaluation activities.

TIME: This module can be completed in 4 hours.

MATERIALS

Transparencies: 19T9, 19T10, 19T11, 19T12, 20T/H2, 20T3

Handouts: Agenda; 20H1, 20H4 - 20H15 Note: Select only those handouts which seem appropriate for the School.

Copies of the preliminary imprlementation plan and inputs received from reactors and student and program needs summaries.

Paper and pencils.

Blackboard and chalk or a flip chart and marker.

MODULE 20 IMPLEMENTATION PLAN DETAILS

ACTIVITIES:

1. Introduction (10 minutes)

Rationale: The LAT needs to understand what the purpose of the formative evaluation plan is and to understand their responsibilities.

Materials	Strategy
Agenda 19T9, 19T10, 19T11, 19T12	Review the agenda and provide a summary of the expected products of this session. Review the evaluation introduction especially the differences between formative and summative evaluation. Reintroduce the planning charts and the questions from Module 19.

2. Finalizing the Implementation Plan (60 minutes)

Rationale: Since the implementation plan will be used to guide many activities and will serve as a resource in planning evaluation, the revision of the implementation plan should probably precede the formation of the plan for evaluation.

Materials	Strategy
Preliminary Implementation Plan Copies of summaries of reactions to the plan pencil and paper	Have the LAT member(s) responsible for reporting on reviewers' comments summarize any general observations. Then discuss suggestions offered for each of the five types of activities. Each suggestion added (or deleted) should be explored carefully for its implications for categories other than the one in which it was made. For example, a suggestion and decision to reduce the amount of inservice training will impact the budget and possibly the timing of implementation. Have a member of the LAT duplicate and distribute the amended plan.

3. Development of the Formative Evaluation Plan (2-3 hours)

Rationale: The Lat needs to complete evaluation planning so that program implementation can be adequately documented for decision making.

3. A. Presentation of Seven Questions to Develop the Formative Evaluation Plan

Materials	Strategy
20H1, Evaluation Planning Questions	Provide the amended implementation plan for the LAT's use. Lead the LAT in discussion to generate the answers to the seven questions on 20H1.

BREAK (5 minutes) LUNCH ORDERS CAN BE TAKEN AND CALLED IN IF LUNCH IS TO BE EATEN IN.

B. Complete the formative evaluation planning chart.

Rationale: The LAT needs a realistic management plan for monitoring implementation.

Materials	Strategy
	Explain that determining how a program is being conducted is done through a process of program monitoring. Monitoring enables the evaluator to identify unexpected situations or conditions that might impede the implementation of the project and that need the immediate attention of the project director; to collect data for interim reporting, and to observe unanticipated behavior.
	Note that programs frequently include a great many activities. Consequently, it may not be feasible to monitor every one of them, and criteria will have to be established so that the evaluator will monitor only those activities that will yield the most useful information. One such criterion might be the degree to which the program would be affected if a particular activity were or were not continued. Another might be to emphasize activities that appear to be most closely related to the stated program activities.
20T/H2, Evaluation Planning Chart	As a result of the discussion questions in activity 3, the LAT should decide the following: 1. What is to be evaluated? This first column in the evaluation chart is completed by selecting critical elements from implementation plan and program description.

3. B. Complete the Formative Evaluation Planning Chart (Cont'd)

Materials	Strategy
	2. Questions that must be answered about each critical element are generated and included in column 2 of the Chart.
20T3, Types of data Collection Instruments	3. How the information to answer these questions will be collected (column 3) is decided:
20H4 - 20H8, Sample Questionnaire	a. questionnaires • Who will respond? teachers, students, others.
20H9, 10, and 11, Types of questionnaire items.	• Will questionnaire concern attitudes, program, or both.
20H12, Sample Observation Instrument	Note that all items should reflect activities and procedures specified in the program plan.
20H13 & 14 Sample Evaluation Checklists	b. observations-(who will be observed? (Who will observe?) (Also see Appendix 9 for another example of an observation instrument.)
20H15, Sample Teacher Log	c. checklists-(who will respond?) Items should reflect program objectives.
	d. teacher logs- Note that items in a teacher log should reflect critical student/teacher activities in the program evaluated.
	e. school records-(absenteeism, dropouts, etc.)
	f. interviews-(who will be interviewed, who will do interviews?) See Appendix 9 for sample interviews.
	4. Decide on what standard of comparison will be used to measure implementation of the program (e.g., all teachers using every activity every day, or 75% of teachers using one activity everyday; all students completing x lessons each week; expert opinion of consultants on program products), column 4.

3. B. Complete the Formative Evaluation Planning Chart (Cont'd)

Materials	Strategy
	5. Develop or locate instruments for use in collecting the information needed to answer the questions. • Commercially available? • Self constructed? • Consultant constructed? • Provided with selected program?
	6. Decide who will be responsible for evaluation activities: • maintaining evaluation schedule • summarizing and reporting information • revising evaluation plan if necessary
	7. Determine use to be made of the formative evaluation information after it has been collected. • Who will receive the report? • What kind of decisions will be made relative to the report? • When will reports be made?

C. Timeline is set for evaluation plan activities.

Rationale: Optimum time for each major evaluation activity needs to be established to assure validity of data collected. Delivery dates for formative evaluation reports are important because certain dates in the school term affect decision making and all pertinent data should be provided for decisions affecting the program.

Materials	Strategy
Newsprint	Review major evaluation activities and have the LAT estimate best time to administer instruments and provide interim and final reports.

4. Summarize the session

Review the evaluation plan and note that the next priority is to develop instruments for use during program implementation. Set date for Module 21.

FOLLOW-UP: During Module 20, the LAT decided that certain data were necessary for evaluation. Begin to accumulate instruments that might be used to collect this data. Do not overlook the possibility that the program selected may have its own data collection instruments.

Agenda

Module 20 Implementation Plan Details

I. Introduction

The purpose of this module will be presented to the LAT along with a review of the introduction to evaluation given in Module 19.

II. Finalizing the Implementation Plan

The implementation plan, written during Module 19, will be revised. Revisions and/or additions suggested by the reviewers, the SAT, or the LAT will be made.

III. Development of the Formative Evaluation Plan

A. Presentation of the seven questions to develop the formative evaluation plan

The LAT will discuss the seven questions presented in order to provide answers that will facilitate developing the evaulation plan.

B. Completion of the formative evaluation planning chart

The LAT will decide what is to be evaluated, what standards will be used, who will be responsible for the evaluation, and how the data will be used.

C. Set timeline for formative evaluation activities and assign responsibilities

The LAT will decide what the best time might be to administer the instruments for the major evaluation activities, who will be responsible for them, and when to provide interim and final reports.

IV. Summarize module and plan for next module's activities

The Evaluation Plan will be reviewed, and the LAT will be advised of certain instruments that it might present at the next session.

EVALUATION PLANNING QUESTIONS

1. What are we going to evaluate?
2. What questions need to be answered relative to each element to be evaluated?
3. How can we collect data to answer these questions?
4. What will our standard of comparison or criteria for success be for each question?
5. What will we do with the information or answers to the questions after we get them?
6. Who will be responsible for evaluation activities?
7. When will each activity take place?

EVALUATION PLANNING CHART

PSIP
20T/H2

Program to be Evaluated: ____________________

Classes Involved: ____________________

ACTIVITIES	EVALUATION QUESTIONS	TYPE OF EVIDENCE	STANDARD AND/OR TYPE OF COMPARISON

PSIP
20T3

TYPES OF DATA COLLECTION INSTRUMENTS

1. Questionnaires - Teacher, Student, other
2. Observation Forms - Teacher, Student, other
3. Checklists
4. Teacher Logs
5. School Records - Absenteeism, Dropouts, etc.
6. Interviews - Teacher, Student, other

PSIP
20H4

SAMPLE FORMATIVE EVALUATION QUESTIONNAIRE

The questionnaire below was designed to evaluate the progress of administrative units in implementing and developing programs to eliminate sexism in education.

Please check ( ) the appropriate responses, provide information requested, and return before ______(date)______ to:

(Fictitious address)

Mr. John T. Smith
Albright School District
1528 North Sycamore Street
Genova City, Pa. 18567

1. The following procedures were used to sensitize the staff of ______________________ to sexism in education:
(name of I.U. or administrative unit)

		Number	Date
a. Staff meetings	_____	___________	_____
b. Memoranda	_____	___________	_____
c. Workshops	_____	___________	_____
d. Other (explain)	_____	___________	_____
e. Not applicable; no effort has been made to sensitize	_____	___________	_____

2. The following measures were taken to eliminate sex stereotyped roles in school publications:

   a. Formal directive to staff _____

   b. Prepublication editing of materials _____

   c. General policy statement _____

   d. No effort was made _____

3. Before school programs for children whose parents work:

   a. Are in operation ______

   b. Will be in operation within ______ years

   c. Are in the planning stages ______
   (includes a detailed outline of plans)

   d. Have not been considered ______

4. After school programs for children whose parents work:

   a. Are in operation ______

   b. Will be in operation by ______
   (date)

   c. Are in the planning stage ______
   (include a detailed outline of plans)

   d. Have not been considered ______

5. Child care programs for staff and faculty:

   a. Are in operation ______

   b. Will be in operation by ______
   (date)

   c. Are in the planning state ______
   (include a detailed outline of plans)

   d. Have not been considered ______

6. Child development programs for staff, faculty and students:

   a. Are in operation ______

   b. Will be in operation by ______
   (date)

   c. Are in the planning stage ______
   (include a detailed outline of plans)

   d. Have not been considered ______

7. Sex education courses in human growth and development, which include emotional and physical growth and interpersonal relationships:

   a. Have been developed ______

   b. Have not been developed ______

   c. Are in operation ______

   d. Are in the planning state ______
   (include a detailed outline of plan)

   e. Are not planned for near future ______

PSIP
20H5

SAMPLE STUDENT ATTITUDE MEASURE

Draw a line around your answer to the statement

Sitting in front of the class	OK with me	I have not decided	Not so good, I think
Riding a car to school	OK with me	I have not decided	Not so good, I think
Getting up to go to school	OK with me	I have not decided	Not so good, I think
Gym class	OK with me	I have not decided	Not so good, I think
Science	OK with me	I have not decided	Not so good, I think
Riding a bus to school	OK with me	I have not decided	Not so good, I think
MCA teachers	OK with me	I have not decided	Not so good, I think
Lady (women) teachers	OK with me	I have not decided	Not so good, I think
This school	OK with me	I have not decided	Not so good, I think
Going on a class trip	OK with me	I have not decided	Not so good, I think
Most of my boy classmates	OK with me	I have not decided	Not so good, I think
Most of my girl classmates	OK with me	I have not decided	Not so good, I think

PSIP
20H6

SAMPLE SEMANTIC DIFFERENTIAL
STUDENT ATTITUDE MEASURE

Concept/Subject Matter
(Junior high and above)

For each pair of words below, place an "X" in the position between 1 and 7 that best fits your impression about the concept.

	1	2	3	4	5	6	7	
exciting	( )	( )	( )	( )	( )	( )	( )	dull
alive	( )	( )	( )	( )	( )	( )	( )	lifeless
interesting	( )	( )	( )	( )	( )	( )	( )	boring
dread	( )	( )	( )	( )	( )	( )	( )	enjoy
dislike	( )	( )	( )	( )	( )	( )	( )	like
unnecessary	( )	( )	( )	( )	( )	( )	( )	necessary
easy	( )	( )	( )	( )	( )	( )	( )	hard
meaningful	( )	( )	( )	( )	( )	( )	( )	meaningless
unimportant	( )	( )	( )	( )	( )	( )	( )	important
successful	( )	( )	( )	( )	( )	( )	( )	unsuccessful
rewarding	( )	( )	( )	( )	( )	( )	( )	discouraging
valuable	( )	( )	( )	( )	( )	( )	( )	worthless
unfair	( )	( )	( )	( )	( )	( )	( )	fair
impractical	( )	( )	( )	( )	( )	( )	( )	practical
exact	( )	( )	( )	( )	( )	( )	( )	inexact
uncertain	( )	( )	( )	( )	( )	( )	( )	certain
organized	( )	( )	( )	( )	( )	( )	( )	disorganized
effective	( )	( )	( )	( )	( )	( )	( )	ineffective
good	( )	( )	( )	( )	( )	( )	( )	bad

SAMPLE PREACTIVITY QUESTIONNAIRE

Name________________________________

Pre-Session Self Evaluation

Please rate yourself on the items below using the following scale:

1. no knowledge
2. little knowledge
3. limited knowledge
4. adequate knowledge
5. in-depth knowledge

1. Knowledge of the purpose of needs assessment

   1 2 3 4 5

2. Knowledge of the relationship of needs assessment to evaluation procedures

   1 2 3 4 5

3. Knowledge base for the development of needs assessment procedures

   1 2 3 4 5

4. Knowledge base for the development of evaluation procedures

   1 2 3 4 4

5. Knowledge of specific teaching competencies that cross grade levels and discipline areas

   1 2 3 4 5

6. Knowledge of the concerns, issues and problems of needs assessment

   1 2 3 4 5

7. Knowledge of the concerns, issues and problems of evaluation procedures

   1 2 3 4 5

Same instrument administered as a post test to determine gains/changes. This format can be used for teachers or students - content of items will differ.

Items reflect specified objectives of a training session or program.

PSIP
20H8

SAMPLE MATHEMATICS PROGRAM EVALUATION QUESTIONNAIRE

Building Level ______________________ Date ______________

Self-Evaluation by ______________________

The checklists and evaluations should be evaluated on the following 4-point scale:

4 - Excellent
3 - Good
2 - Fair
1 - Poor or Missing
NA - Not Applicable

Please Circle the correct response:

INSTRUCTIONAL ACTIVITIES

Instruction is directed toward clearly formulated, comprehensive objectives in mathematics............	na	1	2	3	4
Specific instructional activities contribute to the comprehensive objectives of the mathematics program..	na	1	2	3	4
Careful planning and preparation for instruction are evident..	na	1	2	3	4
Examples from the local area are used to provide practical applications of mathematics..............	na	1	2	3	4
Discovery techniques and laboratory methods are used when appropriate...............................	na	1	2	3	4
The mathematics teacher assists the counselor in advising students about mathematics and in helping each student select a program of study which best meets his needs...............................	na	1	2	3	4
Students are encouraged to supplement classroom activities in mathematics by using the school library or the mathematics resource center.........	na	1	2	3	4
Students participate in planning and selecting mathematics activities, both for groups and individuals..	na	1	2	3	4

SAMPLE MATHEMATICS PROGRAM EVALUATION QUESTIONNAIRE (Cont'd)

INSTRUCTIONAL ACTIVITIES (Cont'd)

Students learn mathematics concepts in spiraling successive levels with only valid repetition..... na 1 2 3 4

Students use textbooks as guides rather than as devices to be followed verbatim.................. na 1 2 3 4

Students use a variety of problem-solving techniques commensurate with their individual rates of growth and understanding...................... na 1 2 3 4

Instruction in mathematics is coordinated with that in other subjects........................... na 1 2 3 4

A variety of instructional aids are used......... na 1 2 3 4

Participation is extraclass activities involving mathematics is encouraged........................ na 1 2 3 4

How adequate is the planning and preparation for instruction?.................................... na 1 2 3 4

How adequately are the instructional activities adapted to the needs of individual students?..... na 1 2 3 4

COMMENTS:

VI. INSTRUCTIONAL MATERIALS

Instructional guides include objectives, suggested activities, resource materials, and evaluation aids.. na 1 2 3 4

Selection of textbooks by teachers and administrative personnel is based on the results of objective study.. na 1 2 3 4

Professional periodicals, including some that are directed to the students, are available.......... na 1 2 3 4

Materials for the construction of instructional aids are available.............................. na 1 2 3 4

SAMPLE MATHEMATICS PROGRAM EVALUATION QUESTIONNAIRE (Cont'd)

VI. INSTRUCTIONAL MATERIALS (Cont'd)

Supplies, such as colored chalk and various types of graph paper, are available....................	na	1	2	3	4
An elementary mathematics laboratory provides for storage of and ready access to a collection of mathematics equipment and materials..............	na	1	2	3	4
How adequate is the variety of instructional materials?..	na	1	2	3	4
To what extent are these instructional materials being used?.......................................	na	1	2	3	4

COMMENTS:

PSIP
20H9

Sample Questionnaire Items - Closed

Read each item carefully and check ( ) the appropriate response.

1. I feel that the activities we're planning on doing during program analysis will:

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
a. provide us with data that is essential to our decision-making for improvement.	____	____	____	____
b. were predetermined by the SAT.	____	____	____	____
c. are unnecessary--we could make our decision without this phase.	____	____	____	____
d. seems to be unrelated to our purposes in terms of improving instruction.	____	____	____	____

2. The sequence in which the major concepts or ideas were presented in this session: (Check ( ) all appropriate answers)

a. was in good logical order. ____
b. seemed to lack organization. ____
c. jumped from one topic to another without any relationship between the parts. ____
d. need to be reorganized and presented in this order. ____

PSIP
20H10

SAMPLE QUESTIONNAIRE ITEM - OPEN

1. How helpful did you find the analysis of the content of the standardized tests? Will you use this information in any way next year? ____________________________________

2. What changes will you make in your classroom teaching next year on the basis of the information you received today? ____________________________________

3. Which data were not useful: ____________________________________

4. Which data were most useful: ____________________________________

5. Did any of the findings of the teacher interviews surprise you? In what way? ____________________________________

PSIP
20H11

SAMPLE OF COMBINED OPEN AND CLOSED ITEMS

Directions: Please rate the activity below in terms of its importance and usefulness to you.

	Important				Useful			
	1 Not at All	2 A Little	3 Somewhat	4 Extremely	1 Not at All	2 A Little	3 Somewhat	4 Very
1. Overview of the PSIP objectives and activities.	___	___	___	___	___	___	___	___
2. Description of Needs Analysis activities relating to the Local Action Team's responsibilities.	___	___	___	___	___	___	___	___
3. Presentation of school profile, "Pulse Session" and observations of School Assistance Team's school visit.	___	___	___	___	___	___	___	___
4. Presentation of existing testing data and EQA results	___	___	___	___	___	___	___	___
5. Group activities in paraphrasing and use of guidelines for a problem statement.	___	___	___	___	___	___	___	___
6. Development of a general needs statement for your school.	___	___	___	___	___	___	___	___

SAMPLE OF COMBINED OPEN AND CLOSED ITEMS (cont'd)

Directions: The questions below will provide PSIP staff with your recommendations on how the Needs Analysis phase can be improved to better meet the needs of a school LAT.

7. In planning a workshop for another district similar to the one you attended, how would you change the format?

8. What activities do you feel should have been emphasized?

9. How could the two teams, School Assistance Team (SAT) and Local Action Team (LAT), have better worked together to develop a written statement on general student needs during this first Needs Analysis session?

SAMPLE OB ATION INSTRUMENT

OBSERVER ____________
DATE ____________

TEACHER'S NAME ____________
CONTENT AREA ____________
NUMBER OF STUDENTS ____________
SCHEDULED TIME ________ to ________
TIME THAT LESSON STARTED ____________
TIME THAT LESSON ENDED ____________

I. STRUCTURE

	Yes	No
1. Objectives made clear to students	___	___
2. Presentation matches objectives	___	___
3. Presentation altered by class feedback	___	___
4. Teacher assesses student mastery	___	___
5. Individual needs met	___	___
6. Tasks based on a) teacher choice	___	___
b) student choice	___	___
7. Learning materials based on a) student choice	___	___
b) teacher choice	___	___

II. INSTRUCTIONAL EVENTS

	Yes	No
1. Teacher explanation clear	___	___
2. Presentation shows evidence of planning	___	___
3. Learning process based on:		
a) cognitive outcome	___	___
b) affective outcome	___	___
4. Teacher has command of content	___	___
5. Use of small group instruction	___	___
6. Use of large group instruction	___	___

. . . .

(Check (✓) appropriate responses)

7. Materials are: commercial ___; teacher-made ___; pupil-made ___; manipulative ___; textbooks ___; workbooks/dittoes ___.
8. Purpose of lesson: build skills ___; build concepts ___.
9. Emphasis was on: direct recall of facts ___; application/transfer of knowledge ___; analysis of information ___.

III. OPPORTUNITY (All percentages are observer estimates)

1. Percentage of time spent in teacher-directed instruction.	___
2. Percentage of time spent in independent student work.	___
3. Percentage of time that a majority of students were actively involved in a learning activity.	___
4. Percentage of time spent in disciplinary activity.	___
5. Percentage of time spent in classroom management activities.	___

IV. MOTIVATION

	Yes	No
1. Materials attractive to students	___	___
2. Teacher provides clear and timely feedback	___	___
3. Positive teacher comments dominate negative teacher comments	___	___
4. Teacher seems enthusiastic	___	___
5. Displays in room related to content	___	___
6. Student work displayed	___	___
7. Effort rewarded; accurate responses rewarded	___	___
8. Varied resources available in classroom	___	___
9. Resource materials were available and used by students	___	___

20H12

PSIP
2GH12

SAMPLE OBSERVATION INSTRUMENT

General Comments/Summary

A. Structure and Placement:

B. Instructional Events:

C. Opportunity:

437

PSIP
20H13

SAMPLE EVALUATION CHECKLIST

Date ____________________ Student ____________________

School ____________________ Grade ____________________

Teacher ____________________

Directions: Complete a checklist for every student in your class. Your response to each item should reflect your judgment of a student's pattern of behavior. If you feel you do not have sufficient information about the student to answer an item, please skip that item.

	Never 1	Once in awhile 2	Frequent-ly 3	Most of the time 4
1. Sustains interest in self-selected activity	____	____	____	____
2. Sustains interest in teacher-initiated activities	____	____	____	____
3. Differentiates between truth and fantasy	____	____	____	____
4. Names pictures of common objects	____	____	____	____
5. Shows creative ability	____	____	____	____
6. Demonstrates the ability to differentiate between greater and lesser quantities	____	____	____	____
7. Shows ability to classify objects	____	____	____	____
8. Uses past experience to solve new problems	____	____	____	____
9. Uses simple sentence structure	____	____	____	____

PSIP
20H14

SAMPLE TRAINING SESSION EVALUATION CHECKLIST

School ____________________

Date ____________________

Evaluation of Workshop

General

1. This PSIP session was:

(Check (✓) appropriate response.)

a. too long ____

b. too short ____

c. about right ____

Check (✓) appropriate response for all of the items below.

2. The handouts and materials provided were:

	Yes	No
a. appropriate in terms of content.	___	___
b. confusing.	___	___
c. well written and clear.	___	___
d. easy to read.	___	___
e. of doubtful value.	___	___
f. important in terms of our school's progress in PSIP.	___	___

SAMPLE TRAINING EVALUATION CHECKLIST

3. The session leaders: .

	Yes	No
a. were well prepared and organized.	___	___
b. needed to get their act together.	___	___
c. provided us with support and direction.	___	___
d. talked down to us.	___	___
f. allowed for our participation.	___	___

4. The most useful part of this session was:

5. The least useful part of this session was:

PSIP
20H15

SAMPLE TEACHER LOG

Name ______________________________ **Date** ______________________________

Expected Student Activities (Focus of teaching strategy)

I. Auditory Reception:

Practice in:

	Time spent per day	1st week Total time	Time spent per day	2nd week Total time
(a) carrying out directions				
(b) identifying a described object				
(c) answering simple questions				
(d) listening to stories or records to distinguish sounds				

II. Visual Reception:

Practice in:

(a) discriminating between and among objects which are similar and different				
(b) recognizing symbols, numbers and words when rearranged				
(c) recognizing parts that are missing from a picture				
(d) labeling objects				
(e) reading experience charts				

III. Auditory and Vocal Association:

Practice in:

(a) answering thought questions				
(b) answering cause and effect questions				
(c) answering or telling how two or more things are alike				
(d) knowing the difference between all, some, few, on, over, under, in, between or above.				
(e) oral number problems				

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 21 FINAL IMPLEMENTATION PLAN

PURPOSE: To complete evaluation planning and to increase the LAT's understanding of the specific evaluation activities in the plan.

OBJECTIVES:

To finalize the preliminary evaluation plan.

To develop specific instruments for the evaluation.

To introduce summative evaluation and prepare a preliminary planning chart for summative evaluation.

EXPECTED OUTCOMES: A final evaluation plan; awareness of the instruments to be used, the purposes of the instruments and, how they will be applied; plans to disseminate the evaluation plans to other involved staff.

TIME: This module can be completed in about 4 hours.

Materials:

Transparences; 19T9, 19T10, 19T11, 19T12, 21T1, 21T6

Handouts: Agenda; 21H2, 21H3; 21H4; 21H5; 21H7; 21H8; 21H9

Copies of the final implementation plan, the preliminary evaluation design, and instruments to be used or reviewed.

Paper and pencils.

Chalk and blackboard or flip chart and marker.

MODULE 21 FINAL IMPLEMENTATION PLAN

ACTIVITIES:

1. Introduction

Rationale. The LAT needs to review the formative evaluation plan and to reach concensus on those elements of the program for which instruments must be constructed.

Materials	Strategy
Copies of Evaluation Plan Chart 21T1, Types of Evaluation Instruments	Review the evaluation plan and note the areas specified as requiring instrumentation. Then, review the kinds of instruments the LAT indicated were needed. Go over the agenda and indicate the expected products: instruments and a summative evaluation plan. Note that the plan in hand is for formative evaluation only. Appendix 21 contains background information for this review, including a description of factors that need to be considered when selecting a test, and a discussion about experimental designs and treatment and comparison groups. The elements recommended for use by the LAT are: Pretest--Posttest gain vs. expected gain Pretest--Posttest gain with no other basis for comparison Norm-referenced evaluation model. You may wish to mention these at this time and note that the recommended design will be presented later.

2. Present the Six Steps in Instrument Construction

Rationale. The LAT needs to know what is involved in instrument construction or selection and to be familiar with sample formats.
NOTE: After reviewing the instrument construction/selecting outlines you should present any items the LAT has already written since the last session as a starting point.

2. Present the Six Steps in Instrument Construction (Cont'd)

Materials	Strategy
	Discuss the fact that the immediate evaluation concern is formative evaluation. The LAT needs to develop instruments to find out if the program is functioning as planned and if the goals are being achieved.
21H2, Instrument Construction Outline 21H3, Instrument Selection Outline	Major activities in formative evaluation are monitoring and documenting what is actually happening in the school. To do this, instruments need to be constructed by the LAT. Note that after formative evaluation is completed, a plan will be needed to assess impact of the program on students. This is called summative or outcome evaluation.
	A preliminary summative evaluation plan will be developed during this module.
21H4, Evaluation Instruments	Introduce the outlines for instrument construction and instrument selection. Discuss each step with the LAT to be sure they understand the processes. Then give the LAT time to read 21H4 and discuss any questions they may have.

3. Introduce Implementation Evaluation Checklist

Rationale. This checklist provides additional foundation for the LAT for use in generating items for questionnaires, and it relates to the implementation plan.

Materials	Strategy
21H5, Implementation Evaluation Checklist	Review the checklist and discuss questions with the LAT. Assist them in generating sample items for questionnaires, interviews etc. NOTE: The type of question under each category can indicate type of instrumentation needed. Summarize activities 1, 2 and 3 by listing the elements to be evaluated and the instruments to be constructed to measure them.

4. Develop Instruments Needed for Formative Evaluation

Rationale. The LAT must have element-specific instruments to document program implementation. The instruments must be realistic, easy to use and relate to critical program elements.

Materials	Strategy
	Use sample Instruments from Module 20 and the Instrument Construction Outline and any LAT-generated instruments. Have the LAT use these to develop rough draft of instruments to be used in formative evaluation. If several instruments are needed a portion of each one should be completed. The LAT coordinator normally has the responsibility for instrument completion. The LAT should set time line for administration of the instruments.

5. Introduce Summative Evaluation

Rationale. After the formative evaluation is completed, the LAT will need to assess the effects of a program upon students. This information is needed to determine whether or not the program should be maintained and extended or terminated.

Materials	Strategy
19T9, 19T10, 19T11, and 19T12	Review the concept of summative evaluation using transparencies from Module 19 to determine what is to be evaluated. Note: Any element/activity in the implementation chart that relates to impact on target population is included in the summative evaluation design. The basic question to be answered is, How much have the students improved because of the program? To answer the question the program's outcome or objectives need to be specified as the standard for success. Ways of measuring program outcomes need to be identified and some sort of baseline data selected as a basis for comparison.
21T6, Summative Evaluation: Recommended Design	Recommend that the LAT use the norm-referenced design depicted on the transparency. Refer to Appendix 21 for background information on the norm-referenced evaluation model.

5. Introduce Summative Evaluation (Cont'd)

Materials	Strategy
	If the LAT does not wish to use the recommended design, offer for discussion the optional designs presented in the Alternative Strategies paragraph below.

6. Preparing a Preliminary Summative Evaluation Chart

Rationale. There is a need to outline tasks and responsibilities for a summative evaluation.

Materials	Strategy
21H7, Summative Evaluation Chart	Have the LAT develop an Evaluation Planning Chart for Summative Evaluation following these steps: 1. Select an appropriate design. 2. Identify the cognitive/affective outcomes. 3. Identify the instruments needed for each outcome. 4. Set a standard for comparison and identify source of base line data. 5. Identify who will take the test and when. 6. Decide the use to be made of data. 7. Decide how the data will be analyzed. 8. Decide what will be included in the summative evaluation report. If it is decided to construct CRT, the rule of thumb is 6 items per objective; 4 items out of 6 correct is mastery.

7. Summary and Review

Rationale. There should be a common understanding of what will be involved in the Summative Evaluation. Also, the LAT should have a preview of what is to be done in Module 22. In addition the linker needs evaluative feedback on Module 21.

7. Summary and Review (cont'd)

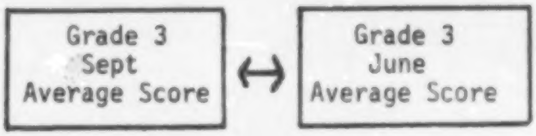
Materials	Strategy
	Review the preliminary evaluation plan. Then, describe the activities in Module 22.
21H8, PSIP Evaluation Form 6	Distribute copies of 21H8 and ask the LAT to complete it and return it to the LAT coordinator within 5 days.

FOLLOW-UP: Reproduce the preliminary Planning Charts for Summative Evaluation and distribute them for review as desired. Collect PSIP evaluation Form 6 from the LAT coordinator and review the results.

The opening activities of Module 22 call upon the LAT to report on the progress of the program implementation to date and to amend the implementation and evaluation plan as necessary based on the data collected. For ideas on how to format any formative data, refer to the handouts in Module 22.

ALTERNATIVE STRATEGIES. If the LAT does not choose the recommended design presented on 21T6, offer the following option for discussion:

Materials	Strategy
21H9, Comparison of norm-referenced and Criterion-referenced data	The base line data used would be a pretest of the students in the program compared with a posttest at the end of program.



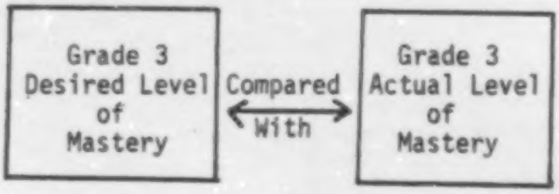
Pre-Program Post Program

Other base line data could be based on specific items in the standardized test usually given by the district or on criterion referenced test with

Alternative Strategies (cont'd)

Materials Strategy

mastery level for each grade specified by the LAT as a standard of comparison. (85% of students will master objectives, or 85% of students will have x items correct).


Grade 3
Desired Level
of
Mastery
Compared
With
Grade 3
Actual Level
of
Mastery

Agenda

Module 21 Final Implementation Plan

I. Introduction

The formative evaluation is reviewed along with the agenda for this session.

II. Presentation of the Six Steps in Instrument Construction

After the steps are presented, sample items based on implementation plan and program description are generated.

III. Introduction of the Implementation Evaluation Checklist

After the checklist is discussed, sample items based on the checklist and implementation plan are generated.

IV. Development of Instruments for Each Critical Element in the Evaluation Plan

Using sample from Module 20 and examples presented in II above, the LAT will generate rough drafts of related instruments which will be completed after the session.

V. Introduction of Summative Evaluation

The linker will present the concept of Summative Evaluation.

VI. Preparation of a Preliminary Evaluation Planning Chart for Summative Evaluation

The LAT will prepare a chart for the summative evaluation effort similar to the one prepared for the formative evaluation.

VII. Summary and Review

The Preliminary Evaluation Planning Chart will be reviewed and PSIP Evaluation Form 6 will be distributed for feedback to the linkers.

TYPES OF EVALUATION INSTRUMENTS

What you are Measuring	Type of Instrument	Type of Items	Scores
Student Achievement	Standardized norm-referenced test	Multiple choice True/false	Grade level, percentiles, stanines, raw scores
	Criterion-referenced tests (Commercial or self-constructed objective references) Product analysis	Multiple choice Essay, open-ended	Number right, percentage right, categories of responses
Student Attitudes Behaviors	Checklists Observation scales, anecdotal record Self-report Questionnaires	Yes/no Rating scale (1-5, 1-7, 1-9, etc.) Open-ended	Number of positive responses or percentages Number of negative responses or percentages Average score
Program Events	Self-report	Open-ended, multiple choice	Raw scores, total count of positive or expected events or behaviors; categorization of responses, total counts of negative events
Instructional Practices	Teacher logs	Yes/no	
Teacher Behavior	Observation schedules	Tally/count of events	
Teacher Attitudes	Questionnaires	Rating scale (1-5, 1-7, 1-9, etc.)	

INSTRUMENT CONSTRUCTION OUTLINE

Factors to consider when constructing instruments:

1. What is the activity or program element supposed to accomplish?
2. How is each activity/program element supposed to accomplish the intended outcomes?
3. Determine specific information you need to have to answer the questions in column 2 of the evaluation planning chart constructed in Module 20.

STEPS IN CONSTRUCTING INSTRUMENTS

1. Decide what kinds of instrument is needed:

   Questionnaire

   Checklist

   Interview

   Teacher logs

   Rating sheets

   Open-ended narrative reports

2. Decide on format:

   Open-ended

   Closed response

   Combination

3. Begin to write items that relate to the information you need to gather for each activity/element in column 1. (Need at least one instrument for each major activity).

   - Submit to other persons for reaction and revisions
   - Have several persons complete the instrument and criticize it
   - Be sure directions are clear

4. Critique, analyze, tryout the items
    - Submit to other persons for reaction and revisions
    - Have several persons complete the instrument and critique it
5. Produce final version for use with selected respondents.
6. Administer instruments as scheduled in the evaluation plan.

INSTRUMENT SELECTION OUTLINE

Questions to be considered when considering commercially available instruments:

1. Do the items assess the critical elements you are interested in?
2. How costly will it be?
3. Is it valid and reliable?
   (Does it test what it says it tests? Does it yield consistently accurate results over time?)
4. Is it easy to use?
5. Is it suitable for the type of person who will be responding to it?

EVALUATION INSTRUMENTS

(From: A Guide to Assessment and Evaluation Procedures
Prepared by New England Educational Assessment Project
Providence, Rhode Island, October 1966)

STANDARDIZED TESTS

A Standardized Test is a test that has been given to a specified group of pupils (the norm group) and the results presented in organized fashion (tables of norms) so that a pupil who takes the test may be compared with this group. Types of interpretive scores given on norms tables are grade equivalents, intelligence quotients, mental ages, percentile ranks, and stanines. Sometimes raw scores, usually number of items correct, are converted to intermediate scores, such as standard scores, or converted weighted scores (to allow for equating raw scores from different forms of the test) before translation to these interpretative scores. Standardized tests are the most objective devices presently available for measuring factual recognition, certain skills, concepts, understandings, and problem solving, and sometimes interests, attitudes, and personality. They should be used only if found satisfactory for the project and for specific pupils involved on each of the following matters:

1. The test should be available in at least two equivalent forms (for pretest and posttest). If you wish to use the same test for selecting pupils for the project, it is best practice to use a different (third) form of the test for the selection.

2. Face validity analysis: Go over each item (question) of the test to be sure that:

   a. What the pupil actually does in getting the correct answer is the behavior that you want to test.

   b. The distractors (incorrect answers) are plausible to the pupils of your project (or are they out of their range of familiarity?)

   c. All words and symbols or pictures are familiar to the culturally deprived (is there cultural bias?)—unless this is the sort of change you hope to measure.

3. Norm group analysis: Compare background and other descriptive information given by the publisher for the norm group with similar information for your project pupils. Probably this information is sparse, and you need be particular about this

STANDARDIZED TESTS (cont'd.)

only if your experimental design is type 3 (Comparing gains with local, state, or national norms).

4. Appropriate score scale must be available for comparing pretest with posttest. To see if such a score scale is presented with a test, or to select the most applicable for your project, the following suggestions are given:

   a. If there are no conversion (standard or converted) scores to which the raw scores are transposed from each form of the test, or if the publisher states that raw scores from all forms may be used interchangeably, then use raw scores.

   b. If raw scores are equated or transposed to standard, converted or grade equivalent scores by separate tables for each form of the test, then use the standard, converted, or grade equivalent scores. In addition, notice how much of a change in the standard, converted, or grade equivalent score is caused by first a one-point change, and then by a change of one standard error of measurement (as given in the manual) in raw score. This will make you more cautious in the interpretation of both individual differences in a class, and grade-to-grade differences for individuals and classes.

   c. If percentile rank scores are used, you may state only the pretest and posttest percentile ranks for each pupil; or (as stated earlier) for a class, the highest, median and lowest percentile ranks; or, for each quarter or fifth of the class as ranked on the pretest, the highest, median, and lowest percentile rank on the posttest. (Statistically, percentile ranks are not equal-interval scales so that the usual means and standard deviation types of statistics are not applicable, and gains in percentile rank are not comparable.)

   d. Check with your State Department of Education concerning the type of score scale and the form to use in reporting data from standardized tests. It is required to tabulate each pupil's score on a given test statewide in reporting to the U.S. Office of Education. Therefore, the same score should be used throughout the state.

LOCALLY MADE TESTS

Locally made objective or essay type tests are necessary when standardized tests are inadequate for reasons of content, difficulty, scope, or cultural bias. Common procedures involve listing objectives and expressing them in terms of pupil behavior changes making a two-way blueprint of learning outcome vs. content coverage, writing items, trial administration, and assignment of scoring weights to items and parts.

The most versatile form with respect to objectivity, type of learning outcome, and discrimination possible is the multiple-choice. Points to watch:

1. An item (question) should test one idea only.
2. Language should be simple, unless complexity of language is an objective.
3. Format should be clear. Responses should be at the end of the sentence, and should be brief. Grammar should be correct for all responses.
4. Possible responses should be homogeneous and should be equally plausible to the pupil.
5. There should be three, four, or five possible responses (choices) according to the grade level.
6. The correct answer should be evenly spread among the choice (a, b, c, d, e) for the entire test.

In essay type tests, most care is needed in the phrasing of the questions and in the objectivity (consistency) of the scoring. Points to watch:

1. Wording should be simple, so that there is greater likelihood that the pupil will answer what is desired as well as in the desired scope and context (answer will not be too brief or too vague).
2. Scoring should consist of adding weighted parts for each question: possible points are assigned beforehand for each fact, concept, procedural step, or part-answer, with the numbers of possible points weighted according to importance. Total points for each question and for the entire test can then be treated as numerical scores to be organized and interpreted.

Since test construction is a specialized undertaking, seek assistance from the test authority available.

RATING SCALES

Rating scales may be devised to attempt to measure performance, attitude, interest, character, or personality. A rating scale allows classification along a continuum of either frequency of occurrence (always, usually, occasionally, never) or intensity (strongly agree, mildly agree, undecided, mildly disagree, strongly disagree) of reactions or behaviors. There is also a "person-to-person" (ranking) rating scale method. In rating scales, the person doing the rating is the measuring instrument: the scale merely systematizes this human measuring. Some brief pointers on the construction and use of rating scales are:

1. A rating scale should preferably have 5 to 9 equidistant rating points, identified by numbers usually arranged with the highest end or most desirable point the highest number. Ordinarily several scales are used in a cluster, and if clusters are to be summed or averaged this numbering must be consistent for proper weighting of the sum or average. If one scale is deemed less important than others in a cluster, its highest point can be set lower than the others; or, for consistency by the rater, all scales can be the same pointwide, but each would be multiplied by a different weight before the adding or averaging.
2. A scale must rate the same characteristic at all points.
3. Points on a scale should correspond to actual observable differences between pupils to be rated.
4. A scale may be either descriptive, with purely descriptive words at the points: (Value judgments are not included.)

   Example:

   Class participation

1	2	3	4	5
Almost never participates	Participates only with urging	Participates occasionally to about half the time	Participates most of the time	Always participates

or a scale may be evaluative, with value judgments implied by the words assigned to each point:

RATING SCALES (cont'd.)

Example:

Class participation

1	2	3	4	5
Unsatisfactory, almost lacking	Poor, needs encouragement	Average	Good, above average	Enthusiastic, completely satisfactory

It is better to separate these two functions (descriptive and evaluative), as in anecdotal reports, so that the user of the results may make his own value judgments from the behaviors described.

5. Two practical arrangements of combining separate descriptive and evaluative scales are:

   a. Beside each descriptive scale insert a simple evaluative scale:

   Example:

Rate amount of participation below					Rate quality of participation below				
1	2	3	4	5	1	2	3	4	5
Almost never participates	Participates only with urging	Participates occasionally to about half the time	Participates most of the time	Always participates	Unsatisfactory	Barely satisfactory	Average	Above average	Very satisfactory

   b. After a cluster of descriptive scales insert one or two evaluative scales, in summary fashion:

   Example:

Classroom behavior

1	2	3	4	5
Hardly ever interested or cooperative	Sometimes interested and cooperative	Average interest and cooperation	Usually interested and cooperative	Always interested and cooperative

RATING SCALES (cont'd.)

Example:

Playground behavior

1	2	3	4	5
Either withdrawn or belligerent	Tends toward either withdrawal or anti-social	Average adaptation and participation	Usually dependable cooperative and/or resourceful	Resourceful and/or gets along in or leads wholesome activities

Overall behavior evaluation

1	2	3	4	5
Unsatisfactory, needs attention urgently	Requires improvement	Average	Above average	Very satisfactory

6. With each rating scale include a "familiarity indicator", where the rater can indicate how well qualified he feels he is, considering his own personal bias, degree of acquaintance with the pupil, or opportunity he has had to get an adequate and fair sampling of behavior, to allow satisfactory rating of that particular pupil.

Example:

(Beside each scale if possible; for each pupil at least)

AA	Good opportunity for unbiased observation
AB	Good opportunity but observation may be biased unduly
BA	Fair opportunity for unbiased observation
BB	Fair opportunity but observation may be biased unduly
CA	Some good unbiased observation, but not enough for unconfirmed conclusions
CB	Some good observation, not enough for unconfirmed conclusions, and probably biased
D	Acquaintance or opportunity for observation not sufficient to make rating. Reasons for bias are:____________________ ______________________________

7. Agreement of raters. All (if possible) or a sample of raters should go over each scale together to attempt common interpretation of each point on each scale. This is particularly important if results from several raters are to be averaged in later summaries, or changes in ratings (pretest-posttest) are to be reported. Some raters avoid extremes; others may make hasty decisions or be unduly influenced (biased) by prior information or opinions ("halo effect"). If there is considerable diversity of interpretation of descriptions on a scale, the description may have to be reworded.

CHECKLIST

A checklist is a list of subjects or statements to which only two responses are possible.

1. Possible responses:

   a. check or don't check

   b. like or dislike

   c. agree or disagree

2. Note that intensity of feeling is omitted. If intensity is desirable, expand the checklist into a rating scale.

   Examples:

   Checklist items: (agree or disagree)

   ______1. I think coming to school is fun.

   ______2. I seldom lose interest in this class.

   ______3. I have learned a lot this year.

   ______4. This class has made me a better reader.

   Rating scale items:

1	2	3	4	5
Strongly Dislike	Mildly Dislike	Doesn't Matter	Mildly Like	Strongly Like

   ______1. Having to go to school in the summer.

   ______2. Going to school after regular hours.

   ______3. Reading a book at home.

   ______4. The way my teacher teaches me.

CHECKLIST (cont'd)

3. The descriptive checklist: a special type of checklist. The checking is usually done by the teacher, although it may be a pupil report device. Each description that applies is checked. (Examples below.)

Pupil Characteristics

_____Cannot unlock words

_____Speech interferes with reading

_____Needs glasses

_____Has weak phonics background

Program Characteristics

_____Needs more visual aids

_____Was planned with unclear goals

_____Needs specialized personnel

_____Lacks effective evaluation

4. Variations in the checklist. Sometimes more than two responses are possible in the nature of frequency-of-occurrences categories.

Example: never seldom often always (responses)

_____Look forward to coming to school

_____Feel the teacher is trying to help me

_____See the use of what I am being taught

QUESTIONNAIRE

The questionnaire is a series of questions, usually of the "yes"-"no" variety, that is filled out by the pupil. Occasionally, numerical answers are requested, such as "How many books did you read last year?" Questionnaires must be carefully worked out, checked, tried out, and revised in order to avoid:

1. Vocabulary that is too difficult or otherwise unfamiliar.
2. Emotional overtones, or emotionally toned experiences (unless this is what you are trying to measure indirectly). These overtones may distort the factual information you are seeking.

Example:

(Good) Has your teacher been able to help you when you did not understand what you were to do?

(Poor) Would you want to have a teacher who did not divide her attention equally among the whole class?

QUESTIONNAIRE (cont'd.)

3. Social stereotypes, or descriptions that the pupil will either choose or avoid because they meet with or conflict with the general approval of society. Avoid topics of sex, religion, and masculinity-femininity on this account. A pupil will rarely report himself as "bad".

4. Other generally "visible" items including those wherein the pupil will likely choose the response he thinks the teacher "wants".

   Example:

   I try to do my homework on time every day.

5. Negative statements. Word all statements positively, so that the pupil does not have to review the logic of the statement each time to decide whether his agreement should be recorded "yes" or "no".

ANECDOTAL REPORT

Anecdotal report is the systematic writing down of observations of pupil behavior that cannot be measured or classified by more formal tests, rating scales or other devices. Many samples of the behavior of a pupil are required for adequate assessment of social interaction, character, attitudes, interests, motivation, and aspiration level by this method. Record each observation of a pupil and your best interpretations of that observation in separate parallel columns. Avoid over-interpretation. The separate columns are both a check on your interpretation (separating "facts" from projections) and a help to other interpreters in making their own conclusions.

Example:

Date	Setting	Actual Behavior Observed (what he did)	Implications of the Behavior (evaluation)
10/66	Classroom	Johnny was willing to read before the class for the first time.	Johnny feels more sure of himself
10/66	Lunchroom	Mary cleaned up the entire table at which she had been eating, even though some of the debris was not hers.	Mary is beginning to develop some awareness of cooperation

ANECDOTAL REPORT (cont'd.)

Date	Setting	Actual Behavior Observed (what he did)	Implications of the Behavior (evaluation)
10/66	Schoolyard (recess)	Fred admitted he had been tagged in this morning's game of tag football, even though the score was close and he was tagged so lightly that he easily could have disputed the play	Fred is showing evidence of fair play.

PRODUCT ANALYSIS

Product analysis is the inspecting and rating of products which pupils have made in order to measure the behavior that went into making the product, so that the assumptions made are justified. Products for analysis may be writing samples (for penmanship), arithmetic samples or essays (parts of classroom tests), drawings, reports, projects or objects produced in industrial arts classes.

Possible general methods to use in product analysis are:

1. Comparison of the product with a standard:

   Examples: Handwriting scale

   Teacher's sample "perfect" essay paper with weighted parts, as described under locally made tests page 3. (Sometimes called "factor counting with weights".)

2. Checklist — this is sometimes called "factor counting":

   Example: Reading a passage orally in class.

   Checklist of evident qualities

   ______reads at an even pace

   ______speaks clearly and loudly

   ______is able to deal with "new" words

   ______pauses in proper places

3. Factor rating. This method might involve a mark (A, B, C, D, F) on each of several factors sought:

   Example: Drawing (blueprint type) of a tool box for industrial arts

   Factor rating (mark each line)

Dimensions	B
Lines	A
Lettering	C
Neatness	C
etc.	

4. Overall rating. This would apply to an art class drawing or an English class composition. The teacher has in mind the characteristics of a product worthy of each mark, and matches them mentally. Applied to an essay-type test question, this is considered less accurate than the factor counting with weights described above.

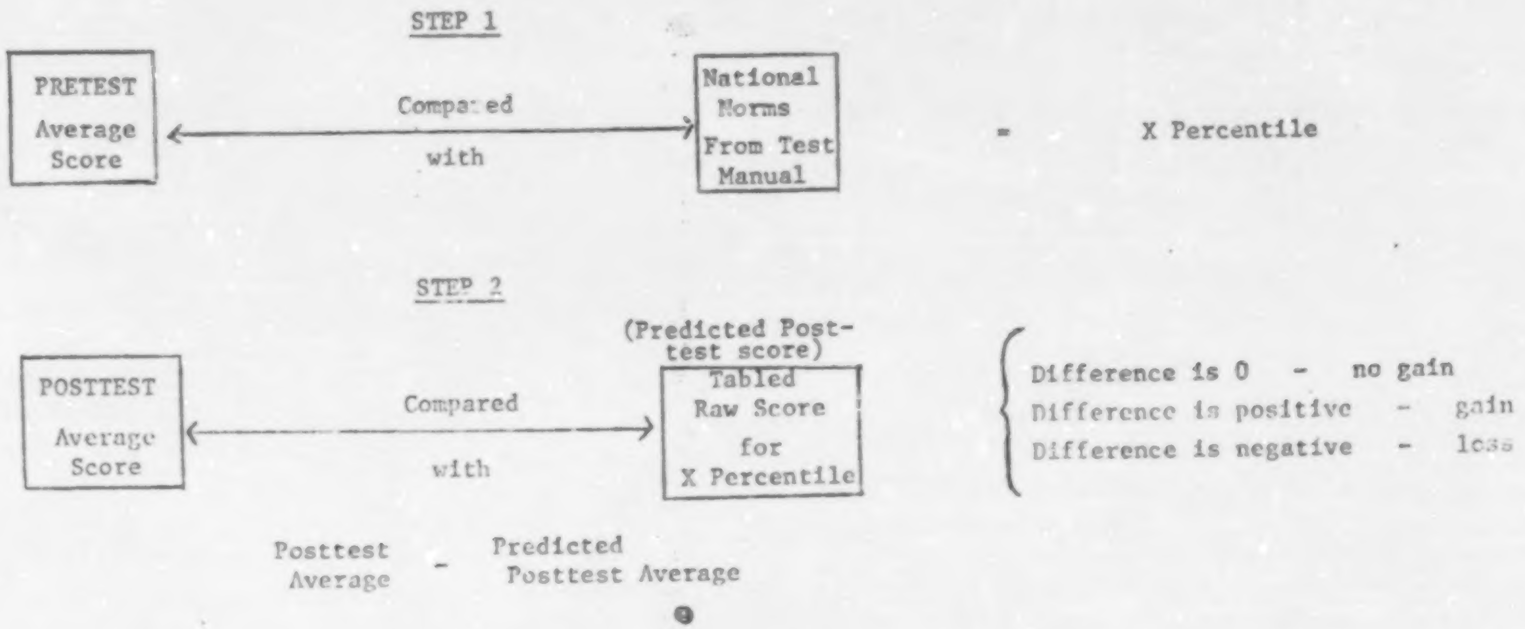
5. Overall ranking. This method might apply to the same types of product as overall rating (4). The papers from the entire class are arranged in order of merit from best to worst, keeping in mind the qualities ought. Since this "keeping in mind" is not organized in orderly fashion, the method is not highly regarded as a measurement procedure. The resulting "score" is a rough rank order number.

IMPLEMENTATION EVALUATION CHECKLIST

1. Prepare a detailed program activities list
   - ☐ Column 1 of The Implementation Plan
   - ☐ Prescribe frequency or duration of activities
   - ☐ Prescribe form of activities (who, how, where)
2. Consider Question Categories
   - ☐ Actual occurence, frequency, or duration
   - ☐ Actual form activities took
   - ☐ Actual amount of student involvement
3. Design the instrument
   - ☐ Questionnaire
   - ☐ Observation
   - ☐ Interview
   - ☐ Other

SUMMATIVE EVALUATION

Recommended Design



STEP 1

PRETEST Average Score ⟷ Compared with ⟷ National Norms From Test Manual = X Percentile

STEP 2

POSTTEST Average Score ⟷ Compared with ⟷ (Predicted Posttest score) Tabled Raw Score for X Percentile

Difference is 0 - no gain
Difference is positive - gain
Difference is negative - loss

Posttest Average - Predicted Posttest Average

Rule of Thumb: If observed posttest average score is higher than expected average score by more than 1/3 of the standard deviation of the national norm group (from test manual), then the difference has educational significance

PRELIMINARY PLANNING CHARTS-SUMMATIVE EVALUATION

21H7

Program Activities	Evaluation Questions	Type of Instrument Needed and Category of Respondent	Standard and/or Type of Comparison

PSIP
21H8

PSIP EVALUATION FORM 6

PLANNING FOR IMPLEMENTATION

School ______________________ Date ____________________

As a member of your school's PSIP team, you recently participated in the development of a plan for implementing an R&D outcome in your school. Will you please answer the items below to provide PSIP with information about the effectiveness of these activities? Please complete this form and return to your LAT Coordinator within five (5) days.

1. The Implementation Plan:
(Check (✓) the appropriate answers)

	Yes	No
a. specified the goals of the R&D outcome to be implemented.	____	____
b. included a description of all the activities to be included in the implementation.	____	____
c. included a listing of the materials, facilities, equpment and personnel needed for implementation.	____	____
d. specified a realistic time schedule for implementation activities.	____	____
e. listed the staff persons who will be responsible for each activity.	____	____
f. included a design for the evaluation of the implementation activities.	____	____

2. As a result of my participation in the PSIP sessions on implementation:

	Agree	Disagree
a. I am adequately prepared to assist in the implementation activities.	____	____
b. I understand how to develop an implementation plan.	____	____
c. I feel that I had a real role in developing the implementation plan.	____	____

2. (Continued)

	Agree	Disagree
d. I know what my responsibilities will be during implementation.	____	____
e. I think it will be easier for me to develop other implementation plans for our school.	____	____
f. I have learned how to plan the implementation.	____	____
g. I could act as a team leader in developing future implementation plans.	____	____
h. I have confidence in my ability to carry out the activities planned.	____	____

3. I have developed an understanding of the critical elements that must be in an implementation plan such as: (Please list the elements you believe are critical to your plan.)

COMPARISON OF NORM REFERENCED AND CRITERION-REFERENCED TESTS- OPTIONAL DISCUSSION

Point of Comparison	Norm-Referenced	Criterion-Referenced
Purpose:	Determine a pupil's grade level achievement Predict a pupil's future academic success	Determine extent to which objectives are being achieved
Criteria for Item Construction:	Items should discriminate - be easy for some, hard for others (pre-determined tests)	Items should test whether student can perform behavior specified by the objective (tailor-made tests)
Validation:	Correlation among items and with other tests Item analysis for discrimination between high and low scores	Judgements regarding correspondence of items to objectives (content validity) and inspection of items for clarity, vocabulary level, etc.
Testing Procedure:	Each student takes a complete test	Items may be randomly assigned to forms of convenient length; pupils may be randomly selected.
Achievement Standard:	Average of other pupils of the same age	Performance of specified behavior (Yes or No)
Reporting of Results:	Grade-level achievement norms for individuals or groups	Percentages of populations able to perform specified behavior
Reliability Check:	Test-retest stability of tests Measures of internal consistency	Test-retest stability of items
Implications for Teaching:	Teaching for the test unfairly constrains classroom activity and invalidates test	Teaching for the objectives is desirable and expected

Source: W.J. Popham and T.R. Husek, Implications of criterion-referenced measurement, Journal of Educational Measurement, Spring 1969, 6:1-9

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 22 PROGRAM IMPLEMENTATION AND MONITORING

PURPOSE: To review the implementation in progress and provide an opportunity to modify the implementation and/or evaluation plan in response to the current situation; to plan for data summary procedures and to develop an outline and a timeline for evaluation reports.

OBJECTIVES:

To review implementation activities to date.

To assess and interpret the formative implementation data collected to date.

To make and document any revisions in the implementation or evaluation plan on the basis of formative data.

To complete data analyses/summary plans.

To determine an appropriate evaluation report process.

To develop outlines of anticipated reports and to determine how the reports are to be used.

EXPECTED OUTCOMES: A modified implementation and evaluation plan; a model for monitoring the implementation plan; determination of final evaluation activities; established responsibility for data analyses, summaries and reports; timeline for reports.

TIME: This module can be completed in a full-day session.

MATERIALS:

Handouts: Agenda; copies of formative evaluation data; copies of implementation and evaluation plans; 22H1 - 22H9; Note: Select only those handouts which seem appropriate for the school.

MODULE 22 PROGRAM IMPLEMENTATION AND MONITORING

ACTIVITIES:

1. Introduction (5 minutes)

Rationale. The LAT should know the purpose, activities and outcomes of the day's activities.

Materials	Strategy
Agenda	Explain that the day's activities are intended to set a model for the LAT's future examination of its formative data. Note also that reporting, analysis, and use of both formative and summative evaluation data are chief concerns of the day.

2. Reactions to Implementation (2 - 3 hours)

Rationale. The LAT may wish to update the SAT on the progress of the implementation. This information may be useful in helping to interpret the formative data that has been collected.

A. Informal Reactions and Observations (45 minutes)

Materials	Strategy
	Have the LAT coordinator or other individual report on the extent to which the implementation plan was adhered to, modifications and the reasons why they were made, etc.. Have other staff present accounts of their experiences to describe the implementation. If possible present perceptions of students' reactions to the program. If the linker or other SAT members monitored any of the implementation events, have them report their observations at this time.

B. Review of Formative Data (90 minutes)

Materials	Strategy
Copies of formative data	Have formative data collected by the LAT or SAT presented and discussed. Also discuss the distribution of the data to other staff members.

2. B. Review of Formative Data (cont'd.)

Materials	Strategy
	Most importantly, have the group consider what, if any, corrective actions or program adaptions should be made. During the presentation, have the SAT serve as a consultant to the local school staff on data collection and analysis. Also have the SAT evaluate the evaluation process and provide feedback to the LAT on its progress.

BREAK (5 MINUTES) LUNCH ORDERS CAN BE TAKEN AND CALLED IN IF LUNCH IS TO BE EATEN IN.

3. Modifying Evaluation and Implementation Plans (45 minutes)

Materials	Strategy
Copies of the Evaluation and Implementation Plans	Have the LAT suggest modifications to the implementation or evaluation plans suggested by reports about the program or required by past events (e.g., school closings, delay in receiving materials, etc.). Discuss the suggestions and modify plans, instruments, etc. as needed.

4. Setting General Reporting Requirements (50 minutes)

Rationale. The LAT needs to review the evaluation plans and decide generally when collected data will be needed for decision-making.

Materials	Strategy
	Review both formative and summative evaluation plans, instrumentation and timeline. Have the LAT determine when decision makers will need information from each major measure in formative evaluation. Have them do the same thing for summative evaluation.

5. Data Analyses Presentation (20 minutes)

Rationale. LAT should be aware of those ways of analyzing data that are appropriate to the measure being used.

Materials	Strategy
22H1, Methods for Summarizing Data	Review the various processes for data analysis on 22H1. Point out the procedures that appear appropriate for each instrument planned for use in the formative and summative evaluations.

6. Data Analysis Summary Presentation (45 minutes)

Rationale: The LAT should know some ways of tallying and summarizing data.

Materials	Strategy
	Discuss the various ways of summarizing the data presented on the handouts.
22H2, Summary Sheet examples 1 through 4	Using actual instruments to tally responses and to summarize data for each response.
22H3, Summary of Program Analysis I	Using tally sheets and summarzing in a table or on the instrument, reporting percentages.
22H4, Summative Evaluation Data Treatment	Computing pre-posttest scores for comparison in summative evaluation.
	Note that it is best to summarize the data in a table that gives the items, or on the copy of the instrument so that readers know what the instrument was. Emphasize that it is important to report the number of persons and/or percentage of persons giving each response and to discuss the data relative to the implementation plan and the program objectives.

7. Evaluation Report Outline (75 minutes)

Rationale. It is important that the LAT has some models for reporting data collected during the formative and summative evaluations.

7. Evaluation Report Outline (cont'd)

Materials	Strategy
22H5, Content Outline - Evaluation Report	Go over the elements of the outline presented on 22H5.
22H6, Samples of Simple Formative Evaluation Write-ups	Review the sample reports from simple paragraphs (22H6 examples) to more complex reports (22H7 - 22H9). Then have the LAT decide at this point how many evaluation reports they will prepare and the content of these reports. Then have them set a timeline for expected activities such as:
22H7, Sample Formative Evaluation Report	• data analysis. • data summarizing.
22H8, Sample Summative Evaluation Report	• interim report and its expected audience. • final report and its expected audience.
22H9, Sample Summative Evaluation Report Summary	• assigned responsibilities.

8. Review (5 minutes)

Rationale. There is a need to go over the decisions made during the session.

Materials	Strategy
	Recap the session activities, concentrating on the LAT responsibilities established during the session. Emphasize the amount of linker support that will be available for the planned activities.

Alternative Strategies: The LAT may wish to do a more thorough data analysis to determine whether or not pupil test gains are significant. If so, procedures for doing this kind of analysis are provided in Appendix 22.

Agenda

Module 22 Program Implementation and Monitoring

I. Introduction

The purpose of the day's agenda is explained and the expected outcome is described.

II. Reaction to Implementation

A. Informal Reactions and Observations

The LAT presents a progress report on the implementation activities completed to date. Staff and pupil experiences, reactions, and perceptions will be reported.

B. Review of Formative Data

The LAT and SAT will review all implementation data collected to date, discuss the implications, and suggest mechanisms for reporting to all involved staff. Suggestions for implementing any new activities or for monitoring any activity more or less closely will be explored.

III. Modifying the Evaluation and Implementation Plans

Any adjustments to the implementation or evaluation plans deemed necessary will be made. Revised timetables or assignments will be noted. Arrangements for technical assistance will be discussed. Details for the collection of summative data will also be planned.

IV. Setting General Reporting Requirements

The formative and summative evaluation plans will be reviewed and the LAT will determine when information from the measures will be needed.

V. Data Analyses Presentation

Various ways of analyzing the data will be presented, and those that appear most appropriate for the instruments to be used will be pointed out.

VI. Data Analysis Summary Presentation

Various procedures for tallying and summarizing data will be reviewed.

VII. Evaluation Report Outlines

A general content outline for the evaluation reports will be presented and sample reports will be presented for reaction and discussion. Then, the LAT will determine what reports will be needed, the timelines for the various report phases, and responsibilities for doing the reports.

VIII. Review

The day's activities will be recapped, the LAT responsibilities and linker support in preparing the report will be emphasized.

METHODS OF SUMMARIZING DATA

After pupil participation is over, the evaluator is faced with the problem of analyzing the data that have been collected. This is done by comparing the data collected at the beginning of the project (pretests) with the data collected at the end of the project (posttests).

Summarizing the data:

1. Test scores (raw, standard, grade equivalents) may be averaged and changes (gains or losses) may be averaged, but percentile ranks, by their nature, may not be averaged.

2. Rating scale results may be averaged or distribution of responses reported.

3. Questionnaire results should be reported in number and per cent of respondents.

4. Anecdotal reports and teachers' comments may be summarized into coarse categories, such as "little improvement," "slight improvement," "moderate improvement," great improvement" or "very good improvement," giving the number and percent of the group in each category.

5. Pupil count should report number of pupils started, number finished, number improved, number no-change and number regressed.

PSIP
22H2

SUMMARY SHEET EXAMPLE 1

EVALUATION OF WORKSHOP SESSION

1. Your overall evaluation of the workshop was?

(6) 𝍸 I excellent (2) II good ____ fair ____ poor

2. Were the goals to be worked on during the workshop clearly identified?

(7) 𝍸 II excellent (1) I good ____ fair ____ poor

3. Did the activities of the workshop relate clearly to the goals identified?

(6) 𝍸 I excellent (2) II good ____ fair ____ poor

4. To what extent can you use the competencies learned from this workshop?

(3) III excellent (5) 𝍸 good ____ fair ____ poor

5. Rate the extent to which this workshop provided opportunities for your active participation in "hands on" laboratory type experiences.

(7) 𝍸 II excellent (1) I good ____ fair ____ poor

6. The strong features of this workshop were (1) The leader and the information she shared with us (2) Consolidating and refining skills charts (3) Practice in constructing CRT's

7. Are there any areas you feel you need additional training in?

(1) Additional help in CRT training (if necessary) after trying to write our own (2) Help in massing CRT sources

SUMMARY SHEET EXAMPLE 1 (cont'd.)

8. Do you feel you can write a criterion-referenced test? (explain)

(1) Probably - but it would take a great deal of time and money

(2) Yes. This material is all we really need to complete The task

9. General Comments: The leader is a terrific person. The workshop was very worthwhile and beneficial -- just what was needed at this point in time. We clarified a lot of things and got some practical experience

PSIP
22H2

SUMMARY SHEET EXAMPLE 2

PERCEPTION WORKSHOP EVALUATION

NAME ______________________ DATE ______________________

(Circle the number which is most appropriate)

1. Your overall evaluation of the inservice workshop was:

   16 3
   Excellent [✓ 1]-2-3-4-5 Poor

2. Were the course objectives to be taught in your inservice workshop clearly identified?

   8 2 1
   Clearly identified [✓ 1]-2-3-4-5 Not identified

3. The activities of the inservice related to the objectives identified?

   7 1
   Clearly [✓ 1]-2-3-4-5 Not at all

4. Rate the instructor's ability to communicate his or her knowledge and skills.

   20 1
   Communicative [✓ 1]-2-3-4-5 Uncommunicative

5. Provision for facilities was:

   13 3 5
   Excellent [✓ 1]-2-3-4-5 Poor

6. The strong features of this inservice workshop were: ______

   (1) Instructor was excellent - knowledgable

   (2) Presentation - interesting, stimulating

7. The weaker features of the inservice workshop were: ______

   (1) Inability to use w/kids for demonstration

   (2) Presentation at the end.

SUMMARY SHEET EXAMPLE 2 (cont'd.)

8. Would you feel competent enough to present an inservice to other teachers on Perception + as a result of your participation in this workshop? ______________________

All "no" except one said "yes"

9. General Comments: ______________________

PSIP
22H2

SUMMARY SHEET EXAMPLE 3

Circle the number which is most appropriate. Please note the 1-5 scale used: The highest rating is 1 and lowest is 5.

1. Your overall evaluation of the inservice was:

21 2
Excellent 1 2 3 4 5 Poor

2. To what extent do you intend to apply the competencies learned from this workshop in your classroom?

12 8 3 1
Extensively 1 2 3 4 5 Not at all NOT APPLICABLE

3. Rate the extent to which this inservice workshop provided opportunities for your active participation in "hands on" laboratory type experiences.

11 10 1 1
Extensively 1 2 3 4 5 Not at all

4. Rate the instructor's knowledge of the material taught.

21 2
Very knowledgeable 1 2 3 4 5 Unacquainted with the subject

5. Rate the instructor's ability to communicate his or her knowledge and skills.

21 2
Communicative 1 2 3 4 5 Uncommunicative

6. Rate the inservice workshop with other inservice sessions. This inservice was:

21 More valuable

____ About the same

____ Less valuable

2 Not able to compare

SUMMARY SHEET EXAMPLE 3 (cont'd.)

7. Rate this inservice workshop as compared with a college or university graduate course dealing with similar material. This workshop was:

26 More valuable
1 About the same
___ Less valuable
2 Not able to compare

Please rate the following in terms of how much you feel you have gained or learned from the workshop. Please note the greatest gain is 1 and least gain is 5.

Reading Comprehension

19 7 3
1 2 3 4 5 8. Define reading comprehension.

12 13 3 1
1 2 3 4 5 9. Use and define a taxonomy of reading comprehension.

16 9 3 1
1 2 3 4 5 10. Use various methods to introduce reading comprehension skills.

10 11 1 1
1 2 3 4 5 11. Use various methods to reinforce reading comprehension skills.

Please rate your feeling about future workshops in the following areas by placing a check in the appropriate column.

	Feel Competent	Need More Instruction	Not Interested	ANSWER
A. Reading Comprehension	13	14		1
B. Word Recognition	16	11	1	1
C. Study Skills	1	21		1

PSIP
22H2

SUMMARY SHEET EXAMPLE 3 (cont'd.)

GENERAL COMMENTS. Please use the back of this sheet if necessary.

Strong features of the workshop: Excellent demonstrations; Extensive knowledge of the instructor and her ability to communicate her knowledge.

Weak features of the workshop: Needed more time; Need time to practice material learned; too much material for 1 week

What I feel I have learned: Basis of a good reading lesson; better teaching of a DRA; Sequence of steps in lesson (aud. → vis) use of inductive teaching; how to ask better questions a more effective learning process for kids.

PSIP
22H2

SUMMARY SHEET EXAMPLE 4

School ____________________

Date ____________________

PSIP EVALUATION FORM 6

Total N - 25

PLANNING FOR IMPLEMENTATION

Please complete this form and return to your LAT Coordinator within five (5) days.

- - - - - - - - - -

As a member of your school's PSIP team, you recently participated in the development of a plan for implementing an R & D outcome in your school. Will you please answer the items below to provide PSIP with information about the evfectiveness of these activities?

1. The Implementation Plan:

(Check (✓) the appropriate answers)

	Yes	No
a. specified the goals of the R & D outcome to be implemented.	(22)	(3)
b. included a description of all the activities to be included in the implementation.	(25)	
c. included a listing of the materials, facilities, equipment and personnel needed for implementation.	(22)	(3)
d. specified a realistic time schedule for implementation activities.	(25)	
e. listed the staff persons who will be responsible for each activity.	(25)	
f. included a design for the evaluation of the implementation activities.		(25)

SUMMARY SHEET EXAMPLE 4 (cont'd.)

2. I have developed an understanding of the critical elements that must be in an implementation plan such as:

   (Please list the elements you believe are critical to your plan.)

Time line ||||

Activities listed ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ||

Cost ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~

Staff Responsibilities ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~

Administrative Support ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~

PSIP
22H3

SUMMARY OF PROGRAM ANALYSIS I

PARTICIPANT EVALUATION

N-16

Items	Percentage of Respondents Checking Each Response Response Categories			
1. The content of the presentation was:	YES	NO		TO SOME EXTENT
a. practical.	75%			12.5%
b. relevant to our purposes in attending the meeting.	93.7%			
c. limiting--in terms of what we want to do.	12.5%	43.7%		12.5%
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
2. Most of what was presented was:				
a. old hat--I've heard it many times before.		12.5%	62.2%	12.5%
b. a new look at concepts I had been introduced to before.	12.5%	75%		
c. too theoretical.	16.2%	12.5%	56.2%	6.2%
d. practical and useful.	18.7%	62.2%	12.5%	
e. not useful.			43.7%	25%
f. a waste of time.		6.2%	50%	25%
3. The data we expect to collect will provide us with information:				
a. that we don't have now.	43.7%	56.2%		
b. that could have been collected other ways.		18.7%	43.7%	
c. should be helpful in the LAT's decision-making.	56.2%	43.7%		
d. will probably not be used.			43.7%	25%
e. will probably be written in a report and forgotten.		18.7%	47.5%	25%

SUMMATIVE EVALUATION DATA TRETMENT

Computing Average Pre and Posttest Scores

Student	Pretest Score	Posttest Score
1	75	90
2	86	110
3	90	90
4	75	80
5	40	50
	39	70
	100	120
	50	70
	40	70
	30	50
Total	625	800
Average Score	$\bar{X} = \frac{625}{10} = 62.5$	$\bar{X} = \frac{800}{10} = 80$

Computing Predicted Posttest Average Score

Percentile Rank for Average Score Pretest	50 Percentile
	Average Predicted Posttest Score
Posttest Score for 5.0 Percentile from Test Manual (Predicted Post-test average Score)	70.2

CONTENT OUTLINE - EVALUATION REPORT

1. State purpose of the evaluation and the questions to be answered.
2. Describe the students and school involved.
3. Describe program being evaluated.
4. For each question in the evaluation design noted (item 1) tell how data were collected and then summarize/table the data, showing distribution of scores, or average scores, or proportion of students meeting a specified level of achievement for every group in the study.
5. Discuss results and state clearly the answers to each question based on the results.
6. Make recommendations about the program based on results.

An evaluation report can be very lengthy providing all the data analyses and results, or it can be a brief narrative summation with data analyses available as back up if needed.

SAMPLES OF SIMPLE FORMATIVE EVALUATION WRITEUPS

Sample Writeup of Example 1, Handout 22H2

All ratings on quality of workshop were positive. The goals of the workshop were achieved. All participants feel competent to practice the skills stressed in the workshop such as developing cirterion referenced tests.

Sample Writeup of Example 3, Handout 22H2

From percentage of positive responses, it is evident that a good implementation plan was developed that specified goals and objectives of program to be implemented, that described the major activities, listed facilities, materials and personnel needed, provided a timeline and staff assignments. However no evaluation design was developed and this should be addressed before implementation begins.

Approximately 75 percent of the participants feel adequately prepared to assist in implementation. All participants understand how the implementation plan was developed.

It appears that this workshop was successful in achieving its objectives and this team is adequately prepared to plan for and carry out the implementation of a program in their school.

SAMPLE FORMATIVE EVALUATION REPORT

PSIP MODIFICATIONS BASED UPON FORMATIVE EVALUATION

The PSIP formative evaluation data collected during the first year of operation were used to modify the process and to structure the development of a Linker Handbook for use in the 1977-78 school term. The data identified successful activities and also problem areas that needed to be addressed.

This paper will identify data sources used for formative evaluation, the findings of the formative evaluation and modifications and revisions triggered by that evaluation.

Data Sources

The data for formative evaluation were abstracted from the PSIP Management Information System and from PSIP evaluation documents.

PSIP/MIS Data Sources -- The level of effort in terms of person days and cost were abstracted from the Personal Logs completed each month by every PSIP staff member and the IU Linkers. Linker summaries of every LAT/SAT session, every Linker/SAT session and every LAT session were used to determine the time commitment of the LAT members. Input relative to problems and constraints was abstracted from the PSIP director's Telecon records. In addition, the respective agencies' MRPs were used as a source of information.

PSIP Evaluation Data Sources -- Data for formative evaluation relative to the effectiveness of each major PSIP session in achieving specified objectives were generated by the following instruments: PSIP Form 1 - Participant Evaluation of Introduction to Needs Identification, PSIP Form 2 - Program Analysis Session I, PSIP Form 3 - Evaluation of Program Data Analyses Session, PSIP Form 4 - LAT Overall Evaluation of Needs Assessment and

SAMPLE FORMATIVE EVALUATION REPORT (CONT'D)

PSIP Form 5 - Overall Evaluation of the Selection Process. (Copies attached)

Formative Evaluation Findings

The data abstracted from Personal Logs and MRPs were analyzed to determine the level of effort and cost for a school to reach the fourth major PSIP milestone--Student Needs Identification. Table 1 shows this data for 1976-77 schools and for 1977-78 schools.

Table 1

Level of Effort in Person Days and Cost
to Attain PSIP Milestone 4

	1976-77		1977-78	
	Person Days	Cost	Person Days	Cost
Linker	13.5	$1,350	6.5	$ 650
SAT	9.0	1,350	4.4	660
LAT	14.0	490	17.0	595
Total	36.5	$3,190	27.9	$1,905

Average level of effort per module in person days and average cost per module were also computed from MIS reports. These data are provided in Table 2.

Table 2

Average Person Days Per Module and
Average Cost Per Module

Year	Average No. of Person Days Per Module	Average Cost Per Module
1976-77	7.7	$ 742
1977-78	4.4	363

496

SAMPLE FORMATIVE EVALUATION REPORT (CONT'D)

Changes in Level of Effort and Cost -- From the data shown in Tables 1 and 2, it can be seen that during the PSIP development phase, in 1976-77 much more Linker and SAT time was required to move a school through the PSIP activities needed to reach the fourth milestone--Student Needs Identification Completed. When the 1976-77 and 1977-78 level of effort and costs are compared, both Linker time and SAT time have been cut almost in half. During 1977-78, there has been an increase in Local Action Team (LAT) time commitment of person days. This increase could be the result of having more members on some of the LATs. However, when meeting summaries are examined it appears that the LAT coordinators are more actively involved in the major activities as are building principals. During 1976-77, the buiding principals were not usually active LAT members; in 1977-78 schools, most principals are involved in the major sessions.

The change in the amount of SAT and Linker person days needed for a school to reach Milestone 4 could be attributed to the organization of the 1977-78 PSIP process. During the summer of 1977, the SAT members and the Linkers developed a Linker Handbook as a resource for use by the IU Linker. The Handbook casts the major sessions into a modular format that contains major activities, handouts needed for each session, transparency masters, etc. for use at the option of the Linker. This Handbook is a valuable resource that reduces Linker dependency upon the SAT. The SAT has assumed the role of a back-up team available to the Linker as needed. When a new Linker becomes involved in PSIP, the current Linkers could train him/her in the PSIP process using the Handbook.

SAMPLE FORMATIVE EVALUATION REPORT (CONT'D)

PSIP Modifications -- The modules or major sessions found in the Linker Handbook are revised PSIP activities that were field-tested during 1976-77. These activities were modified on the basis of data collected using PSIP instrumentation.

PSIP process modifications can be illustrated by citing two of the major activities leading up to Milestone 4. During 1976-77, the PSIP Introduction to Needs Identification included an extended activity from the RUPS process. During this activity, LAT members applied the RUPS process to a simulated school situation and then to their own school situation. None of the 1976-77 schools completed their school specific general problem statement at this initial session. Based on participant reaction, this activity was modified. The 1977-78 schools apply the RUPS process to their school situation without going through a simulation. Every 1977-78 school has completed the general problem statement at the initial session. This modification eliminated an extra Linker/SAT meeting, and provided closure for the LAT.

Another major PSIP activity is production of Desired Student Performance Charts. In 1976-77, this activity required two LAT/SAT meetings plus a minimum of one Linker/LAT session. Modifications based on 1976-77 PSIP evaluation data provide the Linker with alternative procedures to use for this activity. The Linker and a mini-LAT committee have a preliminary planning meeting for this session. As a result of the modification, only one SAT/LAT session is necessary to produce Desired Student Performance Charts. Similar modifications can be cited for other major PSIP sessions. It should be noted that the experienced Linker functions either without SAT on-site involvement or with minimum SAT participation other than in an advisory capacity.

SAMPLE SUMMATIVE EVALUATION REPORT

EVALUATION OF THE EFFECTS OF AN OPEN CLASSROOM READING PROGRAM UPON STUDENTS IN FOURTH GRADE

INTRODUCTION

Purpose of Evaluation. - This evaluation study was designed to determine if the open classroom structure for Reading that was being pilot tested in District Y was better than the former traditional closed classroom structure. The district was interested in the answers to the following questions:

1. Did students do better in Reading in the open classroom than they did in the regular classroom?

2. Did students have a more positive attitude toward school in the open classroom than in the regular classroom?

Description of The Program. -
(Insert from Implementation Plan/description of the Program.)

Description of Evaluation Study

Design. - The students involved in this study were all of the fourth grade students in school Y. Fourth grade students' gain in Reading scores on California Test of Basic Skills Reading subtest during the first school term (1978-79) in the open classroom structure was compared with fourth grade Reading gain scores in the last year of the closed classroom (1977-78).

SAMPLE SUMMATIVE EVALUATION REPORT (CONT'D)

Student scores on a district measure of attitude toward school were also compared in a similar manner.

Tests Used. - Reading levels were measured using CTBS subtest for Reading.

Student attitudes toward school were measured using District Y Attitude Test.

Both tests were administered by teachers to all fourth grade students during the first week in May 1979. Gain scores for Reading were computed by comparing fourth grade May 1978 scores with May 1979 scores. The baseline Reading gain scores were obtained by comparing May 1977 fourth grade and May 1978 fourth grade scores.

Comparison of student attitudes used May 1978 student scores on District Y Test as baseline data. The average fourth grade scores for 1978 were compared with the average fourth grade score for 1979.

This report will present the data collected to answer the evaluation questions, discuss the findings and recommend possible action/decisions related to the findings.

SAMPLE SUMMATIVE EVALUATION REPORT (CONT'D)

Results of the Evaluation Study

Question 1 - Effect of The Open Classroom On Student Reading Achievement. - The data in Table 1 compare the reading gain of 1979 fourth grade students in the open classroom with the

reading gain these same students showed in the closed classroom in the third grade school term. In other words, Table 1 tells us how many and the percentage of students who are (a) doing better in reading in the open classroom, (b) maintaining their reading growth in the open classroom and (c) not doing as well in the open classroom.

From Table 1 we can see that 68 percent of students are doing better in the open classroom based on their reading gains, only 11 percent are not doing as well as they did in a regular closed classroom and 21 percent showed no difference between their open classroom reading gain and their closed classroom achievement.

Table 1

Percentage of Children Showing Greater, Equal and Less Reading Gain in Open Class than in Regular Class

Total N	Greater Reading Gain		Equal Reading Gain		Less Reading Gain	
	N	%	N	%	N	%
28	19	68	6	21	3	11

501

SAMPLE SUMMATIVE EVALUATION REPORT (CONT'D)

Table 2 data show the children did better in the Open Class than they did in regular class. The average gain in Reading for the children during one school term in the Open Class was 6.96 months. These same children showed an average gain in Reading of only 5.03 months when in the regular classroom.

Table 2

Average Difference Between Reading Gain in Open Class and Mean Reading Gain in Regular Class

	N	X (Average Gain)	S.D.
Open Class	28	6.96	6.93
Regular Class	28	5.03	2.42

When the raw scores for each student were considered, 13 of these students gained twice as much in one school term in reading achievement in the Open Class Class as they had in regular classes.

When the cost effectiveness of the Open Class is compared with the cost of regular classroom instruction, the fact that all of these children required remedial reading instruction must be taken into account. A comparison of the per pupil cost for the Open Class with the per pupil cost of regular classroom instruction plus remedial reading instruction is given in Table 3.

SAMPLE SUMMATIVE EVALUATION REPORT (CONT'D)

Table 3

Comparison of Per Pupil Cost of Open Space Class with Per Pupil Cost of Regular Class plus Remedial Reading Instruction

	Per Pupil Cost	Remedial Reading	Total
Open Class	$770	0	$770
Regular Class	$764	$200	$964

Evaluation Question 2: The Effects of the Open Classroom On Student Attitudes Toward School.

Table 4 shows the average score of fourth grade students on the District Y Attitude Scale for 1978 and for 1979. These average scores were computed for fourth grade students in each school term.

Table 4

Comparison of Student Attitude Toward School

	N	Average Score	Difference Between Average Scores
Closed Class 1978	28	3.2	
Open Class 1979	28	5.8	2.6

SAMPLE SUMMATIVE EVALUATION REPORT (CONT'D)

The data show that the fourth grade students in the open classroom had a more favorable attitude toward school than fourth grade students in the closed classroom.

DISCUSSION AND RECOMMENDATIONS

The findings from this study show positive effects of the open classroom upon student achievement and student reading in fourth grade. Cost of the open classroom is only $6 per pupil more than the regular classroom. Based on this information and upon interviews with staff persons and parents (see report D) it is recommended that the open classroom structure for the Reading program be extended to Grades 1, 2, 3 and 5.

SAMPLE SUMMATIVE EVALUATION REPORT SUMMARY

FIRST GRADE FOLLOW-UP OF KIDI-PREP

A 1971-72 study used a design with experimental and control groups to assess the effectiveness of the Kidi-Prep curriculum. Kidi-Prep differed from the traditional kindergarten in that one hour of each daily kindergarten session was used for structured, small group instruction in specific cognitive skills and conceptual competencies.

The data analyses at the end of the 1971-72 school term showed the Kidi-Prep curriculum to be superior to the traditional kindergarten curriculum in raising the predicted reading levels of both the total group of children and the Predicted Reading Level-Failure subgroup.

To evaluate the stability of the effects of Kidi-Prep, a follow-up study of the children in both groups was completed in May 1973. The 1973 data analyses showed no statistically significant difference between the first grade reading achievement of the children who had had Kidi-Prep in kindergarten and those who had had traditional kindergarten. For practical consideration by educators, there were differences favoring the Kidi-Prep children in all of the analyses.

SAMPLE SUMMATIVE EVALUATION REPORT SUMMARY (CONT'D)

FIRST GRADE FOLLOW-UP OF KIDI-PREP

A 1971-72 study compared the effects of a Kindergarten Diagnostic Prereading Program with the effects of traditional kindergarten on children's predicted reading levels (Stank, 1973). A follow-up study of the first grade reading achievement of the children from both kindergarten programs was recently completed.

The purpose of the follow-up study was to answer the following questions:

1. Will the Kidi-Prep classes have a higher proportion of adequate readers (Grade Level 1.6) at the end of first grade than the traditional kindergarten classes?
2. Will the Kidi-Prep Predicted Reading Level-Failure group have a higher proportion of adequate readers at the end of first grade than the traditional kindergarten PRL-F group?

Background

The 1971-72 study used a design with experimental and control groups to assess the effectiveness of the Kidi-Prep curriculum. Kidi-Prep differed from the traditional kindergarten in that one hour of each daily kindergarten session was used for structured, small group instruction in specific cognitive skills and conceptual competencies.

The data analyses at the end of the 1971-72 school term showed the Kidi-Prep curriculum to be superior to the traditional kindergarten curriculum in raising the predicted reading levels of both the total group of children and the Predicted Reading Level-Failure subgroup.

To evaluate the stability of the effects of Kidi-Prep, a follow-up study of the children in both groups was completed in May 1973.

Sample

The 1971-72 study had 196 children in the sample. One hundred thirty-two of the children were located for inclusion in the follow-up study. The children were scattered throughout 15 first grade classes in 12 schools. Eight of the schools were public schools in the Altoona Area School District, and four were parochial schools in the Altoona-Johnstown diocese. The public and parochial school administrators helped to locate the children and to arrange the testing schedule.

Testing

The testing was done in the schools by personnel from the Division of Research, Pennsylvania Department of Education, on May 9 and May 10, 1973. The size of the groups tested ranged from 3 to 19 students.

SAMPLE SUMMATIVE EVALUATION REPORT SUMMARY (CONT'D)

The test used was the 1965 edition of the Gates-MacGinitie Reading Tests, Primary A, Form 1. This test provides end of first grade reading achievement levels in vocabulary and in comprehension.

> The Vocabulary Test samples the child's ability to recognize or analyze isolated words. It consists of 48 exercises, each of which contains four printed words and a picture illustrating the meaning of one of the words. The child's task is to circle the word that best corresponds to the picture. The first exercises are composed of easy and commonly used words, grouped with words selected to be only slightly similar or confusing. Gradually the words become less easy and common and are presented with words more similar in details and general appearance.
>
> The Comprehension Test measures the child's ability to read and understand whole sentences and paragraphs. This ability includes many skills not involved in the mere ability to recognize words. The child must grasp the total thought clearly if he is to answer correctly. The test contains 34 passages of increasing length and difficulty. (Gates-MacGinitie, 1965)

Results

The data from the end of first grade testing were analyzed using tests of differences in proportion.

Table 1

Tests of the Difference in Proportion of Total Groups Achieving at Grade Level 1.6 and Above[1] on the Gates-MacGinitie Reading Tests at the End of First Grade

	Vocabulary				Comprehension			
	Total N	G.L. 1.6 n	p	Difference in Proportion	Total N	G.L. 1.6 n	p	Difference in Proportion
Kidi-Prep	63	56	88.8	3.3	63	56	88.8	9.1*
Traditional	69	59	85.5		69	55	79.7	

*Significant at .10 level

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[1] A lag of three months is accepted as adequate reading achievement in the primary grades. A G.L. of 1.6 in May is only two months below the G.L. 1.8 associated with May of first grade.

SAMPLE SUMMATIVE EVALUATION REPORT SUMMARY (CONT'D)

The data in Table 1 show that the proportion of the total group of children that are achieving adequately in first grade reading is higher in the group that had Kidi-Prep than in the group that had traditional kindergarten. However, only in the reading comprehension was the difference between these proportions large enough to be of practical consideration. The significance level for this difference indicates that the Kidi-Prep curriculum did influence the first grade reading comprehension level of the total group of children.

Table 2

Tests of the Differences in Proportion of PRL-F Groups Achieving at Grade Level 1.6 and Above on the Gates-MacGinitie Reading Tests at the End of First Grade

	Vocabulary				Comprehension			
	Total N	G.L. 1.6 n	p	Difference in Proportion	Total N	G.L. 1.6 n	p	Difference in Proportion
Kidi-Prep	45	38	.844	.40	45	39	.866	.127*
Traditional	46	37	.804		46	34	.739	

*Significant at the .10 level

When the data in Table 2 are considered, it is evident that the proportion of the Predicted Reading Level-Failure children who are achieving adequately in first grade reading is higher in the group that had Kidi-Prep in kindergarten than in the group that did not. The difference in proportion between the two groups was greater in the reading comprehension test than in the vocabulary test.

The tests of differences in proportion were computed on grade level data. Additional analyses were completed using standard scores on the Gates-MacGinitie Reading Tests. The results of these analyses are given in Table 3 and Table 4.

Table 3

t Test of the Difference Between the Gates-MacGinitie Reading Test Means for the Total Groups at the End of First Grade

	Vocabulary				Comprehension			
	N	Mean	S.D.	t	N	Mean	S.D.	t
Kidi-Prep	63	52.58	9.08	1.260 N.S.	63	51.79	9.50	.7014 N.S.
Traditional	69	50.50	9.68		69	50.62	9.50	

The data in Table 3 show that there were no statistically significant differences between the total Kidi-Prep and traditional kindergarten classes in reading achievement at the end of first grade. However, it should be noted that in both vocabulary and reading comprehension the Kidi-Prep group has a higher mean than the traditional kindergarten group.

Table 4

t Test of the Difference Between the Gates-MacGinitie
Reading Test Means for the PRL-F Groups at
the End of First Grade

	Vocabulary				Comprehension			
	N	Mean	S.D.	t	N	Mean	S.D.	t
Kidi-Prep	45	49.89	7.90	.6785 N.S.	45	49.20	8.81	.5202 N.S.
Traditional	46	48.60	9.90		46	48.21	9.31	

An inspection of Table 4 reveals no statistically significant differences between the PRL-F children in the two groups in reading scores at the end of first grade. There is a small difference between the means of the PRL-F children in the two groups on both the vocabulary test and the comprehension test. This difference does favor the PRL-F children who had Kidi-Prep in kindergarten.

Discussion

The data analyses showed no statistically significant difference between the first grade reading achievement of the children who had had Kidi-Prep in kindergarten and those who had had traditional kindergarten. This nonsignificance was true when observing the research convention of .05 level of significance. For practical consideration by educators, there were small real differences favoring the Kidi-Prep children in all of the analyses. The fact that the differences were not large enough to reach significance may be attributed to teacher effect since the children were scattered among 12 schools and 15 teachers and there was no way to control for the school and teacher variables.

It appears that both Kidi-Prep and traditional kindergarten adequately prepare children for the first grade reading program. All of the first grade teachers' comments to the testing personnel indicated that this was the best first grade they have had. It is possible that the involvement of the kindergarten teachers in the 1971-72 project had a halo effect that is currently reflected in the small differences between the Kidi-Prep children and the children who had traditional kindergarten. The possibility of such a halo effect upon the traditional kindergarten children is supported by the end of first grade median reading level of 2.3 that was found for both groups. A typical end of second grade mean reading level for children from this attendance area was 2.6. It appears that the total 1971-72 study and the involvement of the Division of Research personnel with teachers during that school term did favorably affect the reading achievement of the children who participated in the study.

There were greater differences between the total groups and between the PRL-F groups in reading comprehension than in vocabulary. This implies that Kidi-Prep was more effective than the regular kindergarten in developing the cognitive skills necessary to read and to understand whole sentences and paragraphs and to make the associations necessary to grasp a whole thought.

Recommendations

The Kidi-Prep program was planned to prevent reading failure at the end of second grade. Although first grade differences were not significant, the differences between the two groups may be greater at the end of second grade. De Hirsch (1966) found that many children who are nonreaders in first grade do achieve adequately in reading by the end of second grade. It is recommended that these children be tested at the end of second grade to assess the longitudinal effects of Kidi-Prep.

References

de Hirsch, Katrina, Jansky, Jeannette and Langford, William. Predicting Reading Failure. New York: Harper and Row, 1966, 49-50.

Gates, Arthur and MacGinitie, Walter. Teachers Manual for the Gates-MacGinitie Reading Tests. New York: Teachers' College Press, Columbia University, 1965, 1.

Stank, Peggy. Kidi-Prep: A Kindergarten Diagnostic Prereading Program. Pennsylvania: Pennsylvania Department of Education, 1973.

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

MODULE 23 END OF FORMAL PSIP ASSISTANCE

PURPOSE: To inform district and site personnel that formal assistance from the PSIP and the SAT has ended and to indicate the possible availability of IU services after this date.

OBJECTIVES:

To conclude formal PSIP assistance so that all parties understand the need for an effective date of this termination.

To provide PSIP participants with an awareness of their accomplishments.

To give PSIP participants a chance to provide the IU linker with feedback on the process.

EXPECTED OUTCOMES: Feedback to the IU linker on the operation of the PSIP process; possibly a letter from the superintendent acknowledging termination of assistance.

TIME: Two separate meetings, one with the district and one with the school should probably be scheduled. The meeting agendas would be similar. The district meeting should take about 30 minutes. The school meeting should take 45-60 minutes.

MATERIALS:

Handouts: Agenda; 23H1; 23H2.

MODULE 23 END OF FORMAL PSIP ASSISTANCE

ACTIVITIES:

1. Introduction

Rationale. The LAT should know the purpose for the module and the activities involved.

Materials	Strategy
Agenda	Note that the purpose of the module is to terminate assistance of PSIP in a formal manner, to collect participant feedback regarding the entire PSIP process and to indicate what services will be available for the site from the IU in the future.

2. Review of PSIP Effects in the site

Rationale. It may be helpful to the linker and the participants to share their perceptions of what effects the process has had on the programs at the site and what the participants have learned during the process.

Materials	Strategy
	Have each participant summarize how he/she feels about the changes at the site resulting from application of the process and what he/she learned during the process.

3. Critique of PSIP Process

Rationale. The participants may be able to suggest alternative strategies, materials, objectives, etc., that may be useful to the linker in planning PSIP activities at other sites.

Materials	Strategy
23H1, PSIP Evaluation Form 7 23H2, PSIP Evaluation Form 8	Distribute 23H1 to school participants and 23H2 to district participants. Have them complete the form before going on to the next activity.

4. Wrap-up

Rationale. The people at the site need to know what services will not be available to them as a result of the formal ending of PSIP

4. Wrap-Up

Rationale. (cont'd.)

as well as what services are available to them from the IU and at what cost.

Materials	Strategy
	Explain that formal termination of PSIP does not mean that the IU will not be available to them. Note that the linker can provide advice and counseling as well as suggestions for tapping into resources they might need to continue monitoring and evaluating program changes. Since the PSIP process was initiated by the district as a result of a letter from the Superintendent, you may wish to request a letter from the Superintendent acknowledging termination of assistance.

Agenda

Module 23 End of Formal PSIP Assistance

I. Introduction

The necessity of formally terminating project assistance at the site is explained along with the need for evaluation of the process.

II. Review of PSIP Effects in This Site

The participants present their views of where they are and what they learned during the process.

III. Critique of PSIP Process

Participants' reactions to the process and to the linker are elicited through evaluation forms.

IV. Wrap-Up

The IU linker explains what services end and what IU services the site might utilize in the future.

PSIP
23H1

PSIP EVALUATION FORM 7

SCHOOL LEVEL EVALUATION OF PSIP PROCESS

School ______________________ Date ____________________

A. General Evaluation of Sessions

1. The PSIP sessions were generally:

   a. too long. ________

   b. too short. ________

   c. about right. ________

2. The handouts and materials provided were generally:

	Yes	No
a. appropriate in terms of content.	____	____
b. confusing.	____	____
c. well written and clear.	____	____
d. easy to read.	____	____
e. of doubtful value.	____	____
f. important in terms of our school's progress in PSIP.	____	____

3. The session leaders:

	Yes	No
a. were well prepared and organized.	____	____
b. needed to get their act together.	____	____
c. provided us with support and direction.	____	____
d. talked down to us.	____	____
e. allowed for our participation.	____	____

PSIP EVALUATION FORM 7 (cont'd.)

B. Evaluation of Process Phases

1. Visitation ("Pulse" Visit and Report)

   a. The most useful part of this phase was

   b. The least useful part of this phase was

   c. If you were planning a PSIP workshop for another district, how would you change this phase of the process?

2. Needs Assessment (Student and Program Needs)

   a. The most useful part of this phase was

   b. The least useful part of this phase was

   c. If you were planning a PSIP workshop for another district, how would you change this phase of the process?

PSIP EVALUATION FORM 7 (cont'd.)

B. Evaluation of Process Phases (cont'd.)

3. Selection

a. Selected products originally presented for initial screening were:

☐ On target

☐ Not on target

b. The most useful part of this phase was

c. The least useful part of this phase was

d. If you were planning a PSIP workshop for another district, how would you change this phase of the process?

4. Implementation

a. The most useful part of this phase was

b. The least useful part of this phase was

PSIP EVALUATION FORM 7 (cont'd.)

B. Evaluation of Process Phases

4. Implementation (cont'd.)

c. If you were planning a PSIP workshop for another district how would you change this phase of the process?

PSIP EVALUATION FORM 8

DISTRICT LEVEL EVALUATION OF PSIP PROCESS

District ______________________ Date ______________________

1. What do you see as the greatest benefit that PSIP has had for your district?

2. Have there been or do you anticipate any benefits to the school beyond the program that was implemented?

3. How might you improve the PSIP process?

4. Are there any other schools in your district that might be interested in PSIP?

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

THE INTERMEDIATE UNIT LINKER'S HANDBOOK FOR CURRICULUM IMPROVEMENT STRATEGIES

Volume III
Appendices 1 through 23

Developed and Produced by

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PREFACE

The purpose of the School Improvement Process Linker's Handbook is to facilitate the implementation of the Pennsylvania School Improvement Program (PSIP) process in participating schools and districts. PSIP offers school districts an opportunity to learn a tested curriculum improvement process and to apply that process to a local school program. The process is accomplished through the mediation of a linker, a person who has been trained to assist school districts make improvements. This handbook has been prepared for use by that linker.

This volume of the Linker's Handbook contains appendices for Modules 1 through 23. These appendices contain processes and materials related to the activity modules in Volumes I and II, but not essential to conducting the module sessions. A detailed explanation of the PSIP process as well as a description of the linker's roles and responsibilities is contained in the introductory section of Volume I. Suggestions regarding when and how to use appendix materials are contained in the Activities section of each module as applicable.

Some modules do not presently have appendix materials. However, an appendix has been set aside for each module. This has been done in the event that appendix materials are created at a later date, or a linker wishes to store notes and/or examples of completed materials or to create appendix material for his or her own use.

APPENDIX I

MODEL LETTER OF SUPERINTENDENT'S APPROVAL

Thank you for the invitation of ___________ to the ___________ PSIP orientation session at the _________________ IU. We discussed the project at great length and have decided our district is interested in participating. The rationale for our interest is as follows:

1.0 Participation is consistent with our district goal of cooperating with IU's and/or other external educational agencies in worthwhile projects.

2.0 It offers us an opportunity to actively assist a local school where limited inservice from the district is presently being delivered.

3.0 The project sets as its goal the integration of pertinent research findings into the knowledge base of classroom teachers which we hope will, in turn, create positive changes in their teacher role behaviors. This is consistent with our district philosophy.

4.0 The project provides an opportunity for an elementary staff to systematically upgrade its classroom instruction.

Presently we have the potential of working with the _____________ school. This school is most like those described in the orientation as most desirable. If you need further information about these schools, please call and we can give you more information.

We will provide release time for approximately 6 teachers for 10 school days and our administrative staff will of course be in attendance. We will make every attempt to budget for the program.

Thank you for your consideration. We will await further communication when your selection process has been completed.

Sincerely,

APPENDIX 3

SAMPLE PULSE VISIT SCHEDULE

	Former LAT Member	Content Specialist	Administrator	Linker
7:45 - 8:15	ORIENTATION TO THE SCHOOL AND OVERVIEW OF DAY'S ACTIVITIES →			
8:20 - 8:55	Classroom Visitation Teacher 1 - Room 36 6th Grade Math	Classroom Visitation Teacher 4 - Room 33 6th Grade Math	Classroom Visitation Teacher 7 - Room 39 6th Grade Math	Classroom Visitation Teacher 9 - Room 35 6th Grade Math
9:00 - 9:45	Classroom Visitation Teacher 2 - Room 39 5th Grade Math	Classroom Visitation Teacher 5 - Room 41 5th Grade Math	Classroom Visitation Teacher 8 - Room 42 5th Grade Math	Classroom Visitation Teacher 10 - Room 40 5th Grade Math
9:50 -11:15	Examine Library resources for mathematics Classroom Visitation Teacher 3 - Room 43 8th Grade Math	10:15-10:45 Classroom Visitation Teacher 6 - Room 21 7th Grade Math and Review available math textbooks	Interview Principal and Assistant Principal and Review available documents	Interview Guidance Counselor and Review available curriculum materials
11:20 - 2:00	11:20 - 12:00 Lunch 11:45 - 12:15 Interview Teacher 2 12:30 - 1:15 Interview Teacher 1 1:30 - 2:00 Interview Teacher 3	11:20 - 11:45 Interview Teacher 4 11:45 - 12:30 Lunch 12:30 - 1:15 Interview Teacher 5 1:15 - 2:00 Interview Teacher 6	11:20 - 11:45 Lunch 11:45 - 12:15 Interview Teacher 7 12:30 - 1:15 Interview Teacher 8	11:20 - 11:45 Lunch 11:45 - 12:30 Interview Teacher 10 12:45 - 1:15 Interview Teacher 9
2:05 - 2:45	MEET DISCUSS WRITE →			
2:50 - 3:15	EXIT INTERVIEW →			

NOTES FOR USING APPENDIX 5

Page A5.4 RUPS Simulation

The existing school situation may be so packed with emotion and affect that the LAT could not discuss that situation and apply the paraphrasing techniques at the same time. If so, you may wish to use a scenario for the discussion. Handout A5H1 contains such a scenario. The LAT should use this scenario to write a needs statement, practice the paraphrasing techniques, and observe the helper and helpee.

Page A5.5 through A5.18 Sample Test Data Presentations

One of the activities for Module 5 is the presentation of existing EQA and/or standardized achievement test data to the LAT. Even though such data are frequently available in the school, experience has shown that teachers rarely ever look at it with an eye to diagnosing the relative strengths and weaknesses of their students. It has been found most helpful to present the data to the LAT in a concise, written format. This allows people to study the data at a later date and also makes any patterns in the data (e.g., less than a year's growth in some subject area; sudden decline in achievement at some grade level; and accumulating deficits) more easily discernable.

The examples on the following pages merely suggest some ways in which data can be arrayed. They also provide some norms on various EQA subtests against which local data can be compared. The Pennsylvania Department of Education publishes manuals for interpreting the school reports. Also, it may be helpful to the linker and/or LAT members to read one of the recent guides to understanding test scores. One of these is the free McGraw-Hill publication entitled "Guide to Understanding Tests". It is possible for a school person to get one copy by writing to CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93840. Another report is entitled "Special Report Number Two, By the Numbers" and is available from Houghton Mifflin Test Department P. O. Box 1970, Iowa City, Iowa 52240.

Page A5.5 This page gives a brief profile of the school using EQA data. The data are from a 1976 EQA Report. By looking at the summary sheet it can be seen that the school scored below its predicted band on both Verbal and Math subtests. Students scored within the predicted band, however, in Self Esteem and Interest in School. Parental attitude toward the school is an area which may provide opportunity for improvement. However, the LAT should discuss this. The scores may reflect a recent teacher's strike or budget dispute. Home Climate certainly seems to be favorable at this site.

The bottom of the page shows the distribution of students' scores in four cognitive measures included in the student questionnaire. The students' scores from the state were rank ordered high to low and divided into five categories as nearly equal as possible. They represent the scores obtained by the top 20% of the students in the state, the next 20%, down to the lowest scoring 20% of students. (In many cases no matter which of two cut-off scores was used, slightly more or less than 20% of the students score above that point. Therefore, the state norm column may contain from 17 to 23 percent.)

The second column headed "Local" shows the percent of students in the school who obtained scores in the range defined by each state quintile. In this school it can be seen that the percent of students falling into each quintile in verbal skills is approximately the same as that for the state sample. In Mathematics, however, there are fewer students falling in the top two quintiles than was true of the state sample. Similar observations can be made about Health and Vocational Knowledge. In Vocational Knowledge it should be noted that at this site more of the students at school fell into the range determined by the state's top quintile than was true for the state as a whole.

Page A5.6 This sheet is similar to A5.5 but shows the kinds of data that might be reported for a site whose EQA assessment came in 1978 or later. The information at the top of the page shows that the school's scores fell within the predicted range for Self Esteem, Writing, and Interest in School. The school scored slightly above the predicted range in Reading and Mathematics. This 1978 report gives not only normative data on goals 1, 3, and 4 but also provides criterion-referenced information (see the bottom of the page) of these goals. Thus, the school is able to tell what percent of its student population met the criterion stated at the top of the column; that is, 98% of the students in the school answered 1/3 or more of the Mathematics items correctly, 85% of the students answered 1/2 or more of the Mathematics items correctly, and 56% of the students in the school answered 2/3 or more of the items correctly. This distribution can be compared with the state distribution.

Pages A5.7 and A5.8 A5.7 shows an actual copy of the Math subtest of a 1976 EQA questionnaire. Next to each item is given first the state mean percent correct and then the particular school mean percent correct. A triangle was placed around the number of the item for which the school mean percent correct was 10% below that of the state mean percent correct. Thus, this school fell 10% or more below the state mean of items 5, 9, 13, 15, 17, 18, 22, 26, 27, 28, and 29. On page A5.8 the items on the test are clustered into content groupings. That is, all the items having to do with addition and subtraction are put into one cluster, items having to do with multiplication and division in the second, and so on. This illustrates how well students did in a given content area. If state averages are presented as on page A5.9, comparisons can be made about where the school is weak or strong in relation to the rest of the state. Compared to state averages, school X is strong in addition and subtraction, but weak in fractions, measurement facts, and multiple whole number operations.

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Page A5.10 This is another display of statewide item data on Goal 1. These percentages could be used to compare statewide data with local data. Pages A5.11 through A5.14 give state norms for areas of Goal III. When data for a local site is compared with these, some identification of areas of strength and weakness may be made.

Pages A5.15 and A5.16 In addition to EQA scores, sites may have achievement data available. It will be helpful to summarize these on one sheet so that the SAT can follow general patterns and make some initial hypothesis about what the particular areas of weakness may be. There are different ways of arraying achievement score data and four of them are illustrated. On page A5.15 it is relatively easy to find a group of students and follow the Reading grade equivalent they scored from year to year. Thus the students who were in third grade in 1977 achieved a Reading grade equivalency of 4.9 at the end of fourth grade, of 6.1 at the end of fifth grade, and 7.1 at the end of sixth grade. One can see that this group of students gained at least one year for every year spent in school. The same class (that is, students who were in third in 1977) gained one year in Language Arts between third and fourth, gained a year in Language Arts between fourth and fifth, but did not achieve a year's growth between fifth and sixth grade. In looking at the class' growth in Mathematics it can be seen that it was rare for any group of students to achieve a year's growth in Math during a school year.

The data displayed in A5.16 shows grade equivalencies for students in the same site as listed on A5.15 but this page shows Math subtest scores. As the data are arranged here, it is easy to compare the fourth grade class of '74 to the fourth grade class of '75, to the fourth grade class of '76, etc. It is not so easy with this kind of display to trace the growth of a particular class from fourth to fifth to sixth grade. By comparing the grade equivalency scores on the computation test with those on a concept test, it can be seen that these students tend to be somewhat weaker in computation than they do in concepts.

Page A5.17 This is another compact way of indicating trends in achievement test scores. Again this kind of array facilitates comparison of numerous sixth grades with numerous seventh grades. Although it can be used to trace the growth of a particular class, it does not facilitate this. Notice that there is a clear pattern of students in sixth, seventh, eighth, and ninth grades being below grade equivalency in Spelling, Language Arts, Arithmetic Computation and Arithmetic Applications.

Page A5.18 This page simply shows the number of students above or below grade level on each of the Stanford batteries. It can be seen of the approximately 140 students that very few achieve above grade level in Arithmetic Computation. Over half of the students achieved below grade level in Science, Arthmetic Computation, Language and Spelling.

RUPS SIMULATION

FACULTY MEETING TYPESCRIPT

We need more communication and support for sharing teaching ideas in our faculty. I know several individuals who are doing exciting things that I believe most of the others are not aware of. We seem to lack time and ways to share effectively. We've made some major changes in curriculum and organization in the past few years which have created a great deal of pressure. What can I do to create more effective support and sharing without my efforts simply adding up to more demands on the teachers?

Teaching these days is much more demanding than it was in the past. There are so many new approaches and the children themselves are different.

I found an exciting new way to involve my kids in individual project work, but others don't really want to hear about it. Everyone has to discover their own way of doing things.

I'd like to know more about how some of the others do things in their classrooms but there really isn't time.

Mrs. Jones seems interested in some of my ideas when I talk to her alone, but in faculty meetings we spend all of our time on administrative problems.

Alice Conway and I try out our ideas on each other. We don't mind sharing when things don't work out. I'd feel foolish if I had to share my mistakes with most of our faculty.

With some of the changes we've been making, there is a greater need than ever for sharing among the faculty, but it has got to be done in a way that gets down to the real issues.

There's too much that I can get done alone to spend time in gripe sessions.

The major goal of any faculty meeting ought to be to get it over as quickly as possible. Most of what we do in faculty meetings could be handled by memos anyway.

PENNSYLVANIA EDUCATIONAL QUALITY

ASSESSMENT DATA

(Selected School Report Data)

1976

1976 Testing		Local Score	Local %ile	Correlations with III-V	Correlations with III-M	Predicted Range
I	Self-Esteem	76	58			72 - 79
III-V	Verbal	16.8	33			17.3 - 19.9
III-M	Math	16.6	17			18.0 - 20.4
IV	Int. in School	52.8	67			47.6 - 54.8
Father's Occ.		33.61	58	.66	.59	
Mother's Ed.		3.03	64	.57	.53	
Parental Att. Twd. School		4.42	41	.45	.44	
Home Climate		17.68	90	.56	.51	

Correlation between Goal I and Goal III-V is .61 and III-M is .56.

Verbal	State	Local	Math	State	Local
24-30	17%	14%	23-30	20%	6%
20-23	21%	17%	20-22	21%	17%
16-19	23%	26%	17-19	22%	27%
13-15	17%	24%	14-16	19%	26%
0-12	22%	19%	0-13	18%	24%

Health		Vocational Knowledge	
22%	21%	21%	25%
16%	19%	20%	19%
23%	27%	15%	23%
21%	19%	22%	17%
18%	14%	22%	17%

PENNSYLVANIA EDUCATIONAL QUALITY ASSESSMENT DATA

(Selected School Report Data)

1978

		Local Score	Local %ile	Predicted Range
1978 Testing				
I	Self-Esteem	62.20	50	59.4-65.1
III-R	Basic Skills: Reading	30.41	80	25.1-30.0
III-W	Basic Skills: Writing	27.41	35	27.4-31.2
III-M	Basic Skills: Mathematics	41.13	85	34.4-40.2
IV	Interest in School and Learning	54.42	35	52.6-58.3

			Correlations with	
			III-R	III-M
Parental Education	3.56	55	.63	.58
Parental Occupation	48.7	30	.64	.57
Amount of Homework	1.7	20	0	0
Student Time Spent Watching TV	2.14	20	-.47	-.42
Reading Material in the Home	12.22	90	.61	.56
Student Perception of Parental Interest in School	6.34	55	.44	.39

Criterion-Referenced Information

		One-Third or More State	One-Third or More Local	One-Half or More State	One-Half or More Local	Two-Thirds or More State	Two-Thirds or More Local
I	Self-Esteem	95%	96%	80%	80%	50%	57%
III-R	Reading	78	94	56	73	39	49
III-W	Writing	93	90	73	78	54	43
III-M	Math	93	98	68	85	38	56
IV	Interest in School	99	98	90	86	78	78

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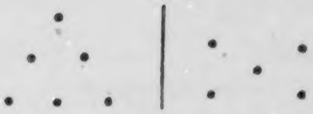
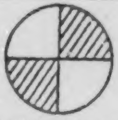
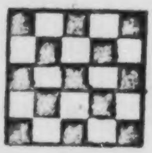
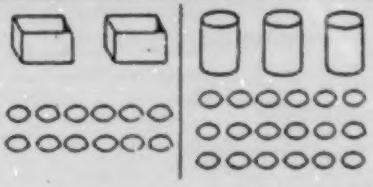
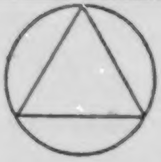
PENNSYLVANIA EDUCATIONAL QUALITY ASSESSMENT DATA

BASIC SKILLS-MATH-GRADE 5 SECTION E (1976)

These are 30 problems designed to measure number concepts, arithmetic skills, measurement and algebraic notions. The students must possess some knowledge, manipulate, solve problems and perform basic analyses on the 15-minute test. The multiple-choice options are: (A) the part in Column A is greater, (B) the part in Column B is greater, (C) the two parts are equal.

	Column A	Column B	Correct Response	State Mean Per Cent Correct	Schl. X
1.	 Number of dots	Number of dots	A	95%	95%
2.	300 + 70 + 5	5 + 70 + 300	C	90%	85%
3.	888 -887	5 -4	C	87%	86%
4.	3 + 2	3 x 2	B	88%	85%
△5	 The circle is divided into equal parts. Sum of the dark parts of the circle.	½ of the circle.	C	79%	69%
6.	17 x4	17 17 17 +17	C	85%	86%
7.	40 x60	60 x42	B	86%	85%
8.	2 x $.05	$.08 + $.02	C	56%	54%
△9	Time: 24 days	Time: 3 weeks	A	69%	58%
10.	2 + 7 + 1	4 + 7 + some number greater than 0	B	81%	78%
11.	 Number of dark squares	Number of white squares	A	84%	82%
12.	2 x (1 + 1 + 1)	2 + (1 x 1 x 1)	A	55%	50%
13.	$\frac{1}{6}$ of 48	$\frac{1}{5}$ of 45	B	44%	22%
	ber of pieces of pie if the pie is cut into sevenths	The number of pieces of pie if the pie is cut into sixths	A	68%	70%
15.	Weight: 32 ounces	Weight: 2 pounds	C	60%	41%
16.	Number of years until you are 20 years old	Number of years until you are 19 years old	A	85%	83%
17.	 The number of lemons for each box, if the same number goes in each box	The number of lemons for each basket, if the same number goes in each basket	C	50%	44%
△18	$\frac{1}{5}$	$\frac{1}{4}$	B	42%	14%
19.	 Distance around the circle	Perimeter of the triangle	A	44%	36%
20.	The number that goes in the □ □ + 4 = 7	The number that goes in the Δ Δ - 2 = 3	B	64%	62%
21.	The next even number greater than 8	The next even number greater than 9	C	52%	37%
△22	$\frac{1}{2}+\frac{1}{2}$	$\frac{1}{4}+\frac{1}{4}+\frac{1}{4}$	A	41%	23%
23.	$3\overline{)39}$	$4\overline{)84}$	B	74%	76%
24.	Cost of 20 bars of candy at 5 cents each	Cost of 10 bars of candy at 10 cents each	C	61%	56%
25.	The number that goes in the □ □ - 82 = 53	The number that goes in the Δ Δ - 83 = 53	B	45%	45%
26.	1	$\frac{50}{100}+\frac{5}{10}$	C	21%	10%
27.	1 more than $\frac{1}{5}$ of 30	1 less than $\frac{1}{7}$ of 56	C	29%	19%
28.	The number of grades between the first grade and the fifth grade	The number of grades between the second grade and the seventh grade	B	62%	50%
29.	$\frac{1+3+5+7}{4}$	$\frac{2+4+6}{3}$	C	16%	7%
30.	The number that goes in the □s 10 - □ - □ = 0	The number that goes in the Δ 10 - 2 = Δ	C	46%	39%

PENNSYLVANIA EDUCATIONAL QUALITY

ASSESSMENT DATA

BASIC SKILLS - MATH GRADE 5 SECTION E (1976)

(School X By Grouping)

Content	Skill	Item No.	% Correct by Item	Mean % Correct on Sub-Section	Mean % Correct on Section
Addition/Subtraction					
	Computation	2	85		
		3	86		
		4	85		
		6	86		
		10	78	84	
	Missing addend or sum	20	62	50.5	
		30	39		
	Definition-Properties	2	85		78
Multiplication/Division					
	Computation	4	85		
		6	86		
		7	85	83	
		23	76		
	Missing product-Factor	25	45	42	
		30	39		
	Definition-Properties	6	86		
		7	85		
		30	39	70	70
Multiple whole number operations		12	50		
		29	7		29
Fractions					
	Concepts-Definition	5	69		
		14	70		
		18	14	76.5	
	Operations	13	22		
		22	23		
		26	10		
		27	19	37	32
Word Problems					
	Addition/Subtraction	16	83		
	Multiplication/Division	17	44	50	67
		24	56		
Measurement Facts		9	58		
		15	41	49	

Misc. (1, 4, 8, 21, 28) - No analysis

PENNSYLVANIA EDUCATIONAL QUALITY

ASSESSMENT DATA

BASIC SKILLS - MATH GRADE 5 (SECTION E) 1976

(STATE AVERAGES)

STATE AVERAGES 5th Grade

Content	Skill	Item No.	% Correct by Item	Mean % Correct on Sub-section	Mean % Correct on Section
Addition/Subtraction					
	Computation	2	90		
		3	87		
		4	88		
		6	85		
		10	31	86	
	Missing addend or sum				
		20	64		
		30	44	54	
	Definition-Properties				
		2	90		72
Multiplication/Division					
	Computation	4	88		
		6	85		
		7	86		
		23	74	83	
	Missing product - Factor				
		25	46		
		30	44	45	
	Definition-Properties				
		6	85		
		7	86		
		30	44	74	71
Multiple whole number operations					
		12	55		
		29	16		36
Fractions					
	Concepts-Definition				
		5	82		
		14	69		
		18	46	66	
	Operations				
		13	45		
		22	44		
		26	22		
		27	30	35	48
Word Problems					
	Addition/Subtraction				
		16	86		
	Multiplication/Division				
		17	53		
		24	65	59	68
Measurement Facts					
		9	69		
		15	64		67

Misc. (1, 4, 8, 19, 21, 28) -- No analysis

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STATEWIDE ITEM DATA

Grade 5 - 1978

Goal I—SELF-ESTEEM

Form A	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. My teachers usually tell me when they think I have done good work.	43*	42	7	3
2. I have a hard time deciding what to study.	11	27	29	28*
3. My classmates think I have good ideas.	18*	47	21	12
4. If I win a game, it's usually because I get lucky.	25	25	24	26*
5. I feel that my teachers understand me.	36*	42	12	9
6. Even when I know how to do something, I ask for help from others.	11	18	25	45*
7. My teachers sometimes make me feel that I cannot do good work.	16	20	27	36*
8. My classmates seem to like me.	43*	40	9	8
9. I can give a good report in front of the class.	21*	42	20	16
10. My teachers don't think that what I say is important.	11	19	33	36*
11. I feel unhappy about my schoolwork.	13	19	32	35*

Form B	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. I'm proud of my schoolwork.	37*	49	8	4
2. My teachers want better work from me than I can do.	24	26	26	22*
3. I spend a lot of time daydreaming in school.	8	12	26	54*
4. I feel that my teachers like me.	39*	43	10	8
5. I often forget to listen to what others are saying.	12	27	34	27*
6. I do not make friends as easily as most other people.	15	19	25	40*
7. My teachers think I have good ideas.	17*	48	23	11
8. It bothers me if my classmates disagree with what I think.	15	26	32	25*
9 I am able to do many things well in school	39*	45	10	6
10 I'm often called upon by the teacher to help it in the classroom	17*	35	28	19
1 y classmates often make fun of me	15	16	27	

Form C	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. In school I am often asked to be a leader	12*	28	32	25
2. My teachers do not let me try out my ideas	11	25	28	33*
3. I get along well with kids in my class.	48*	36	9	6
4. My teachers often make me feel that I can't do anything right.	12	16	26	45*
5. I give up if I don't understand something	9	14	28	48*
6. I am good at picking out the right things to study.	21*	48	19	11
7 I often feel that other kids are better liked than I am	26	26	27	19*
8. It is easy for me to give a talk in front of the class.	15*	26	28	31
9. I am usually one of the last to be chosen for a team.	19	19	26	35*
10. When I make a mistake, my teachers correct me without hurting my feelings.	48*	29	11	10
11. I can't seem to do anything in school very well.	9	14	30	47*

Goal III-R BASIC SKILLS: READING

Grade 5 - 1978

A5.11

Form A	Code	Percent Correct
1. Inferential comprehension - using context cues to predict meaning	IC	40
2. Inferential comprehension - using context cues to predict meaning	IC	39
3. Inferential comprehension - using context cues to predict meaning	IC	64
4. Inferential comprehension - using context cues to predict meaning	IC	66
5. Literal comprehension - supporting details	LD	61
6. Inferential comprehension - supporting details	ID	55
7. Inferential comprehension - supporting details	ID	45
8. Inferential comprehension - main idea	IM	66
9. Literal comprehension - main idea	LM	60
10. Inferential comprehension - main idea	IM	43
11. Literal comprehension - supporting details	LD	44
12. Literal comprehension - supporting details	LD	76
13. Literal comprehension - supporting details	LD	59
14. Comprehending word meaning in context	W	60
15. Literal comprehension - supporting details	LD	41
16. Literal comprehension - supporting details	LD	46

Form B	Code	Percent Correct
1. Inferential comprehension - using context cues to predict meaning	IC	26
2. Inferential comprehension - using context cues to predict meaning	IC	48
3. Literal comprehension - main idea	LM	75
4. Literal comprehension - supporting details	LD	58
5. Inferential comprehension - supporting details	ID	43
6. Literal comprehension - main idea	LM	65
7. Literal comprehension - supporting details	LD	41

Form B	Code	Percent Correct
8. Literal comprehension - supporting details	LD	59
9. Inferential comprehension - supporting details	ID	75
10. Literal comprehension - main idea	LM	63
11. Literal comprehension - supporting details	LD	51
12. Inferential comprehension - main idea	IM	40
13. Literal comprehension - supporting details	LD	56
14. Inferential comprehension - using context cues to predict meaning	IC	67
15. Literal comprehension - main idea	LM	63
16. Inferential comprehension - main idea	IM	66

Form C	Code	Percent Correct
1. Inferential comprehension - using context cues to predict meaning	IC	64
2. Inferential comprehension - using context cues to predict meaning	IC	61
3. Inferential comprehension - using context cues to predict meaning	IC	74
4. Comprehending word meaning in context	W	61
5. Inferential comprehension - supporting details	ID	52
6. Literal comprehension - main idea	LM	43
7. Inferential comprehension - using context cues to predict meaning	IC	51
8. Literal comprehension - supporting details	LD	71
9. Literal comprehension - main idea	LM	52
10. Literal comprehension - main idea	LM	63
11. Literal comprehension - supporting details	LD	40
12. Literal comprehension - main idea	LM	54
13. Literal comprehension - supporting details	LD	67
14. Inferential comprehension - supporting details	ID	57
15. Inferential comprehension - supporting details	ID	[illegible]
16. Inferential comprehension - supporting details	ID	[illegible]

Goal III-W BASIC SKILLS: WRITING SKILLS

Grade 5 - 1978

Form A

		Code	Percent Correct
1.	Punctuation	A2	72
2.	Use of pronouns	A3	55
3.	Use of pronouns	A3	89
4.	Use of regular and irregular verbs	A4	71
5.	Distinguishing well formed sentences from fragments or run-ons	B1	55
6.	Distinguishing well formed sentences from fragments or run-ons	B1	68
7.	Distinguishing well formed sentences from fragments or run-ons	B1	58
8.	Rewriting sentences for clarity	B5	54
9.	Transforming sentences with no change in meaning	B2	67
10.	Combining sentences with clarity and economy	B7,8	54
11.	Combining sentences with clarity	B7	60
12.	Using connective words	C1	73
13.	Using connective words	C1	73
14.	Using connective words	C1	50
15.	Determining relevance of sentences	C3	51

Form B

		Code	Percent Correct
1.	Capitalization	A1	88
2.	Use of regular and irregular verbs	A4	77
3.	Punctuation	A2	62
4.	Use of regular and irregular verbs	A4	60
5.	Distinguishing well formed sentences from fragments or run-ons	B1	58
6.	Distinguishing well formed sentences from fragments or run-ons	B1	62
7.	Placing modifiers	B3	78
8.	Rewriting sentences for clarity and eliminating fragments	B1,5	55
9.	Rewriting sentences for clarity and economy	B5,6	53
10.	Rewriting sentences for clarity	B5	67
11.	Combining sentences for clarity	B7	74
12.	Determining relevance of sentences to a paragraph	C3	34
13	Determining relevance of sentences to a paragraph	C3	47
14	Ordering sentences	C2	6[illegible]
15	Choosing appropriate language for a given purpose		[illegible]

Form C

		Code	Percent Correct
1.	Punctuation	A2	87
2.	Use of negatives	A5	62
3.	Punctuation	A2	82
4.	Use of regular and irregular verbs	A4	73
5.	Distinguishing well formed sentences from fragments or run-ons	B1	65
6.	Distinguishing well formed sentences from fragments or run-ons	B1	63
7.	Using coordination and subordination	B4	52
8.	Rewriting sentences for clarity	B5	59
9.	Rewriting sentences for clarity and economy	B5,6	39
10.	Transforming sentences with no change in meaning	B2	73
11.	Combining sentences with clarity and economy	B7,8	39
12.	Choosing opening or topic sentences	C6	68
13.	Ordering sentences	C2	74
14.	Ordering sentences	C2	50
15.	Choosing appropriate language for a given purpose	B2	60

Goal III-M BASIC SKILLS : MATHEMATICS
Grade 5 - 1978

A5.13

Form A	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Subtraction with common fraction notation, unequal demoninators (unlike fractions)	1290	COMP	69
2.	Multi-digits used in addition with renaming	0229	COMP	90
3.	English units for yards or less	6030	COMP	57
4.	Division - known factor (divisor), less than ten, product (dividend) not renamed; no remainder	0620	COMP	82
5.	Expanded notation for whole numbers	3010	CONC	92
6.	Factors and primes	7010	CONC	50
7.	Time	6050	PS	48
8.	Multi-digits used in subtraction with renaming	0330	PS	74
9.	Ordering non-negative rational numbers: greater than; less than; equal to; not equal to; between	1090	CONC	42
10.	Related lines: intersecting parallel, skew, oblique	5105	CONC	76
11.	Estimation	8150	CONC	61
12.	Least common multiple	7060	COMP	46
13.	Metric units for meters or less	6032	COMP	29
14.	Subtraction with decimal fraction notation	1310	COMP	80
15.	Ordering whole number as greater than, less than, equal to or not equal to and between; and objects as fewer than or more than	0100	CONC	74
16.	Place value - three or more digits	3080	CONC	53
17.	Circles	5180	CONC	33
18.	Liquids in metric units	6075	CONC	21
19.	Division - known factor (divisor), less than ten, product (dividend) renamed; remainder	0650	COMP	77
20.	Frequency tables, charts, graphs (bar, line, circle, dot, picture, etc.)	8050	PS	48

Form B	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Multiplication with common fraction notation	1430	COMP	56
2.	Perimeter or circumference of simple closed curves	5280	PS	91
3.	Mathematical sentences (equations)	8170	COMP	74
4.	Odd and even numbers	7000	CONC	67
5.	Operations related to demoninate numbers	6120	COMP	28
6.	Multi-digits used in addition with renaming	0229	COMP	94
7.	Division by multiples of ten	0665	COMP	65
8.	Rounding numbers	3100	CONC	82
9.	Subtraction with common fraction notation, unequal demoninators (unlike fractions)	1300	COMP	18
10.	Liquids in English and non-standard units	6070	CONC	36
11.	Square units of measure in English and non-standard units	6034	COMP	15
12.	Greatest common factor	7050	CONC	63
13.	Reasoning	8130	PS	77
14.	Multi-digits used in multiplication with renaming	0480	COMP	91
15.	Equivalent common fraction notation	3020	CONC	54
16.	Quadrilaterals	5160	CONC	83
17.	Ratio	8000	CONC	74
18.	Liquids in metric units	6075	CONC	68
19.	Division by ten or greater numbers	0660	PS	45
20.	Addition with common fraction notation, equal demoninators (like fractions)	1190	PS	49

Form C	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Circles	5180	CONC	45
2.	Multi-digits used in subtraction with renaming	0330	COMP	82
3.	Metric units for meters or less	6032	CONC	50
4.	Weight in English and non-standard units	6090	COMP	40
5.	Proportion (including rate pairs)	8002	PS	88
6.	Multiples of ten as a factor	0510	COMP	93
7.	Subtraction with decimal fraction notation	1310	COMP	83
8.	Algebra - Linear in one variable	8510	COMP	38
9.	Division - known factor (divisor), less than ten, product (dividend) renamed; no remainder	0640	PS	66
10.	Area of plane figures	5290	PS	27
11.	Division - known factor (divisor), less than ten, product (dividend) renamed; no remainder	0640	PS	68
12.	Multiplication with common fraction notation	1430	COMP	66
13.	Estimation	8150	CONC	57
14.	Weight in metric units	6095	CONC	32
15.	Whole numbers as related to set of non-negative rationals (fractional numbers)	1040	CONC	40
16.	Time; operations related to denominate numbers	6050, 6120	PS	67
17.	Multiples	7055	CONC	73
18.	Other names for a number	3040	COMP	85
19.	Addition with common fraction notation, unequal denominators (unlike fractions)	1200	COMP	14
20.	Line segments	5101	CONC	54

Goal IV—INTEREST IN SCHOOL AND LEARNING

Grade 5 - 1978

A5.14

Form A

HOW DO YOU FEEL:		Very Happy	A Little Happy	A Little Unhappy	Very Unhappy
1	When you think about your schoolwork?	15*	47	27	11
2	When you think about how much your teacher cares about your class?	60*	29	7	3
3	About having to remember so many things at school?	11*	32	39	18
4	When you practice your writing in school?	28*	40	20	11
5.	When you talk to your teacher?	49*	39	9	3
6.	About talking with a friend about the things you have learned in school?	49*	38	9	4
7.	When you learn social studies in school?	32*	36	18	14
8.	When you think about your classroom in school?	34*	47	13	5
9.	About studying something with a friend?	68*	24	5	3

Form B

HOW DO YOU FEEL:					
1.	About learning something by reading a book?	46*	44	7	3
2.	On days when you can't go to school?	33	26	26	14*
3.	When you learn to read in school?	65*	28	5	2
4.	When you study for a test?	15*	39	31	14
5.	When you think about how much the principal cares about the children?	49*	35	9	6
6.	When you write stories in school?	38*	40	14	8
7.	When you are given a book for a birthday present?	54*	31	10	5
8.	About asking your teacher for help?	30*	42	22	6
9.	About learning new things at home about science?	55*	31	9	6

Form C

HOW DO YOU FEEL:		Very Happy	A Little Happy	A Little Unhappy	Very Unhappy
1.	When you learn arithmetic in school?	42*	44	9	4
2.	When you think about how fairly the children are treated in your school?	29*	36	23	11
3.	When you play games that make you think?	58*	33	6	2
4.	About reading a book by yourself?	59*	30	7	4
5.	When you come back to school after a vacation?	22*	25	24	29
6.	When you learn about science in school?	40*	38	14	7
7.	When you have homework to do?	7*	27	37	29
8.	On days when you are in school?	24*	51	18	7
9.	When you learn new things in school?	61*	33	4	2

SRA READING GRADE EQUIVALENTS

Sixth Grade Class of	Grades 3rd	4th	5th	6th
1974				7.2
1975			5.9	6.8
1976		5.1	5.7	7.1
1977	3.9	4.9	6.1	7.1
1978	3.8	4.8	5.9	
1979	3.7	4.7		
1980	4.1			

LANGUAGE ARTS GRADE EQUIVALENTS

Sixth Grade Class of	Grades 3rd	4th	5th	6th
1974				7.1
1975			5.8	6.6
1976		5.1	5.6	6.6
1977	4.1	5.1	6.1	6.6
1978	4.1	5.1	5.8	
1979	3.9	4.8		
1980	4.2			

MATH GRADE EQUIVALENTS

Sixth Grade Class of	Grades 3rd	4th	5th	6th
1974				6.3
1975			5.4	6.2
1976		4.7	5.4	6.1
1977	3.8	4.7	5.5	6.4
1978	3.7	4.7	5.6	
1979	4.2	4.7		
1980	4.1			

SUMMARY OF SRA MATH ACHIEVEMENT SCORES (GRADE EQUIV.) FOR 1974 - 1977

Subtest - Concepts

month and years	Grades			
	3	4	5	6
4/74		4.7	5.6	6.6
4/75		4.6	5.5	6.5
4/76		4.6	5.6	6.4
4/77		4.6	5.7	6.1

Subtest - Computation

4/74		4.6	5.2	6.1
4/75		4.7	5.2	5.8
4/76		4.7	5.3	5.7
4/77		4.6	5.5	6.3

Total - Math

4/74	3.8	4.7	5.4	6.3
4/75	3.7	4.7	5.4	6.2
4/76	4.2	4.7	5.5	6.1
4/77	4.1	4.7	5.6	6.4

STANFORD ACHIEVEMENT TEST DATA

COMPARISON OF THE MEAN GRADE EQUIVALENT SCORES BASED ON THE STANFORD ACHIEVEMENT TEST ADMINISTERED IN SIXTH GRADE TO THE FOLLOWING 1976-77 GRADES. NOTE: .5 IN EITHER DIRECTION OF THE TEST DATE CAN BE CONSIDERED A FAIR GRADE RANGE.

SCHOOL YEAR 1976-77	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade
TEST DATE	9/76 (6.1)	9/75 (6.1)	10/74 (6.2)	4/74 (6.8)	3/73 (6.7)	3/72 (6.7)
WORD MEAN.	5.9 ☆	5.7 ☆	5.7 ☆	6.3 ☆	6.7 ☆	6.8 ☆
PARA. MEAN.	5.8 ☆	5.8 ☆	5.6 ↓	6.2 ☆	6.8 ☆	6.9 ☆
SPELLING	5.5 ↓	5.4 ↓	5.6 ↓	5.5 ↓	6.4 ☆	6.5 ☆
LANGUAGE	5.1 ↓	5.0 ↓	5.4 ↓	5.8 ↓	6.3 ☆	6.4 ☆
ARITH. COMP.	4.8 ↓	4.7 ↓	5.0 ↓	5.5 ↓	6.0 ↓	5.7 ↓
ARITH. CON.	6.0 ☆	5.6 ☆	5.9 ☆	6.2 ↓	6.4 ☆	6.2 ☆
ARITH. APP.	5.5 ↓	5.4 ↓	5.5 ↓	5.7 ↓	5.9 ↓	6.0 ↓
SOCIAL STUDIES	5.8 ☆	5.6 ☆	5.5 ↓	6.0 ↓	6.5 ☆	6.6 ☆
SCIENCE	5.5 ↓	5.6 ☆	5.5 ↓	6.5 ☆	7.0 ☆	7.0 ☆

KEY: ↑ ABOVE GRADE LEVEL ☆ AT GRADE LEVEL ↓ BELOW GRADE LEVEL

GRADE EQUIVALENT: IS THE GRADE LEVEL FOR WHICH A GIVEN RAW SCORE IS THE REAL OR ESTIMATED AVERAGE FOR THE STANDARDIZATION POPULATION OF A PARTICULAR ACHIEVEMENT TEST.

MEAN: MAY BE EITHER: (a) THE SUM OF A SET OF SCORES DIVIDED BY THE NUMBER OF SCORES: or (b) THE CONVERTED SCORE EQUIVALENT TO THE SUM OF A SET OF RAW SCORES DIVIDED BY THE NUMBER OF SCORES.

STANFORD ACHIEVEMENT TEST DATA

STANFORD ACHIEVEMENT TEST
(6.1 = SIXTH YEAR, FIRST MONTH)
ADMINISTERED TO THE 6th GRADE
SEPTEMBER 1976

	No. of students above Grade level		No. of students at Grade level	No. of students below Grade level	
	7.7 & above	6.7 — 7.6	5.6 — 6.6	4.6 — 5.5	4.5 & below
Word Meaning	21	29	38	17	36
Paragraph Meaning	22	15	32	31	41
Spelling	20	19	26	28	48
Language	14	16	30	26	58
Arith. Computation	4	6	27	49	55
Arith. Applications	20	10	36	27	45
Arith. Concepts	23	17	53	25	21
Social Studies	25	10	39	25	45
Science	24	16	20	30	52

* Levels based on National Norms using grade equivalent scores

SAMPLE STUDENT NEEDS ASSESSMENT CHART FOR USE IN MODULES 6, 7, AND 8

CONTENT AREA AND STUDENT BEHAVIORS	MEASURES OF STUDENT BEHAVIORS	DESIRED STANDARD FOR STUDENT SUCCESS	CURRENT STANDARD OF STUDENT SUCCESS	DISCREPANCY
I. Word Recognition A. Phonic Analysis	Stanford Diagnostic Reading Test, Level 1 - Tests - 5, 6, and 7	(Non-graded approach) All students completing Level 5 of the Mighty Readers Reading Program.		
		90% should score in the third to fifth stanine.	*60% scored in the third to fifth stanine.*	-30%
		10% may score below the third stanine.	*40% scored below the third stanine.*	
		All students completing Level 6 of the Mighty Readers Reading Program.		
		50% should score at or above the fifth stanine.	*40% scored at or above the fifth stanine. (20% were above the sixth stanine.)*	-10%
		45% should score in the third or fourth stanine.	*60% scored in the third and fourth stanine.*	-5%
		5% may score below the third stanine.		+5%
		All students completing Level 7 of the Mighty Readers Reading Program.		
		80% of the students should score above the seventh stanine.	*93% of the students scored above the seventh stanine.*	+13%
		20% of the students should score between the third and seventh stanine.	*7% of the students scored between the seventh and fifth stanine.*	

A6.1

A6H1R

SAMPLE STUDENT NEEDS ASSESSMENT CHART FOR USE IN MODULES 6, 7, AND 8

CONTENT AREA AND STUDENT BEHAVIORS	MEASURES OF STUDENT BEHAVIORS	DESIRED STANDARD FOR STUDENT SUCCESS	CURRENT STANDARD OF STUDENT SUCCESS	DISCREPANCY
B. Vocabulary Development	Gates MacGinitie Reading Tests - Primary C. Form 1 - Vocabulary	(Graded approach) All third grade students with an IQ between 80 and 90.		
		50% of the students should have a grade score of 3.1 or higher.	*34% of the students had a grade score of 3.1 or higher.*	-16%
		All third grade students with an IQ between 90 and 110.		
		90% of these students should have a grade score of 3.9 or higher.	*70% of these students had a grade score of 3.9 or higher.*	-20%
		All third grade students with an IQ over 110.		
		10% of these should have a grade score of 4.5 or higher.	*15% had a grade score of 4.5 or better.*	+5%
		The remaining 90% of these students should have a grade score between 3.9 and 4.5.	*85% had a score between 3.9 and 4.5.*	
II. Comprehension A. Literal	Houghton-Mifflin Tests of Basic Reading Skills, Level 1	All third grade students reading in the 3^2 book of Houghton Mifflin in June.		
		All students should score in the mastery range in Literal Comprehension.	*All students scored in the mastery range of Literal Comprehension.*	0
	Harper & Row Third Reader Achievement Test - Subtest 4	All third grade students reading in the 3^1 book of Harper & Row in June		
		80% of the students should score between the 41st & 80th percentile.	*60% of the students scored between the 41st & 80th percentile.*	-20%

SAMPLE STUDENT NEEDS ASSESSMENT CHART FOR USE IN MODULES 6, 7, AND 8

CONTENT AREA AND STUDENT BEHAVIORS	MEASURES OF STUDENT BEHAVIORS	DESIRED STANDARD FOR STUDENT SUCCESS	CURRENT STANDARD OF STUDENT SUCCESS	DISCREPANCY
II. Language Arts A. Spelling B. Grammar C. Writing	Comprehensive Test of Basic Skills - Level 1, Tests 3, 4, and 5.	All 19 third grade students with below average ability.		
		19 may be 6 months or more below grade level on their Total Language Score.	32 are 6 months or more below grade level on their Total Language Score. (18 average ability students scored in this range and 14 below average.)	+5
		All 54 third grade students with average ability.		
		54 should be within 6 months of grade level on their Total Language Score.	49 are within 6 months of grade level on their Total Language Score. (All high ability students not scoring 6 mo. or more above grade level, fell in this category. 5 low ability students also scored in this range.)	-18
		All 17 third grade students with above average ability.		
		17 should be 6 months or more above grade level on their Total Language Score.	9 are 6 months or more above grade level on their Total Language Score. (All were high ability students.)	-8

A6 3

A6H1R

SAMPLE STUDENT NEEDS ASSESSMENT CHART - ALTERNATE III LANGUAGE ARTS FOR USE IN MODULES 6, 7, AND 8 (SHEET 1)

CONTENT AREA AND STUDENT BEHAVIORS	MEASURES OF STUDENT BEHAVIORS	DESIRED STANDARD FOR STUDENT SUCCESS	CURRENT STANDARD OF STUDENT SUCCESS	DISCREP-ANCY
II. Language Arts A. Spelling B. Grammar C. Writing	Comprehensive Test of Basic Skills - Level 1, Tests 3, 4, and 5.	All 19 third grade students with below average ability who are achieving below grade level.		
		All 19 may be 6 months or more below grade level on their Total Language Score.	14 are 6 months or more below grade level on their Total Language Score. 5 are within 6 months of grade level on their Total Language Score.	+5
		All 42 third graders with average ability who are achieving at grade level.		
		All 42 should be within 4 months of grade level on their Total Language Score.	6 scored 4 months or more below grade level.	-6
			34 scored within 4 months of grade level.	-4
			2 scored 5 months or more above grade level.	+2
		All 12 third graders with average ability who are low achievers.		
		All 12 may score at grade level or 6 months or less below grade level.	12 scored at grade level or less than 6 months below grade level.	0

SAMPLE STUDENT NEEDS ASSESSMENT CHART - ALTERNATE III LANGUAGE ARTS FOR USE IN MODULES 6, 7, AND 8 (SHEET 2)

CONTENT AREA AND STUDENT BEHAVIORS	MEASURES OF STUDENT BEHAVIORS	DESIRED STANDARD FOR STUDENT SUCCESS	CURRENT STANDARD OF STUDENT SUCCESS	DISCREPANCY
III. Language Arts A. Spelling B. Grammar C. Writing	Comprehensive Test of Basic Skills - Level 1, Tests 3, 4, and 5.	All 4 third graders with above average ability who are achieving only at grade level.		
		All 4 may achieve 4 months or less above grade level on their Total Language Score.	*1 achieved 6 months above grade level.* *3 achieved 4 months or less above grade level.*	+1
		All 13 third graders with above average ability who are high achievers.		
		All 13 should be 6 months or more above grade level on their Total Language Score.	*9 were 6 months or more above grade level.* *4 were 4 months or less above grade level.*	-4

SAMPLE STUDENT NEEDS ASSESSMENT CHART FOR USE IN MODULES 6, 7, AND 8

CONTENT AREA AND STUDENT BEHAVIORS	MEASURES OF STUDENT BEHAVIORS	DESIRED STANDARD FOR STUDENT SUCCESS	*CURRENT STANDARD OF STUDENT SUCCESS*	DISCREPANCY
IV. Attitude Toward Language Arts A. Reading	Teacher-made Attitude Inventory	All third grade students enrolled in this school.		
		75% should respond positively to at least 1/2 of the items.	*50% responded positively to at least 1/2 of the items.*	-25%
		25% should respond positively to at least 1/4 of the items.	*50% responded positively to at least 1/4 of the items.*	

READING
CONTENT AREAS
AND
STUDENT BEHAVIORS

I. Word Recognition

  A. Phonetic Analysis

    1. Consonant Recognition
      a. auditory and visual discrimination

    2. Consonant Rules

    3. Vowel Recognition

    4. Vowel Rules

    5. Blending Words

    6. Visual Fluency

  B. Structural Analysis

    1. Word Division
      a. compounds
      b. syllables
      c. rootwords-prefixes-suffixes
      d. contractions
      e. possessives

    2. Configuration

  C. Vocabulary Development

    1. Sight Words

    2. Word Meanings
      a. multiple meaning
      b. word forms
      c. idioms
      d. figurative language

    3. Context Clues

II. Comprehension

  A. Literal

    1. Factual Recall of Details

    2. Following Directions

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- II. Comprehension
  - A. Literal (cont'd.)
    - 3. Relating Ideas in Sequence
  - B. Inferential
    - 1. Critical Evaluation
      - a. concrete & abstract
    - 2. Interpretation
      - a. literary style
    - 3. Prediction
    - 4. Main Idea
    - 5. Cause/Effect Relationships
    - 6. Analogies
    - 7. Fact and Opinion
  - C. Transfer of Skills
    - 1. Application
    - 2. Generalizing
- III. Language Development
  - A. Listening
    - 1. Following Oral Directions
    - 2. Repeating a Pattern
    - 3. Information
  - B. Speaking
    - 1. Articulation
    - 2. Complete Thought
    - 3. Syntax
    - 4. Standard Grammar
  - C. Oral Reading
    - 1. Phrasing

III. Language Development

- C. Oral Reading (cont'd.)
    - 2. Intonation
- D. Writing
    - 1. Copying
    - 2. Reproducing-stated letters and words
    - 3. Composition

IV. Study Skills

- A. Alphabetizing
    - 1. Can Order Materials Using the Alphabet
        - a. letters
        - b. words
        - c. phrases
- B. Reference Materials
    - 1. Use of Library Center
    - 2. Parts of a Book
    - 3. Interpreting Maps, Charts, Graphs, and Diagrams
- C. Organizational Skills
    - 1. Skimming and Scanning
    - 2. Outlining
    - 3. Summarizing
    - 4. Note Taking
    - 5. Classifying

V. Affective

- A. Self Concept
    - 1. Positive Self Concept
- B. Attitute Toward School
    - 1. Positive Attitude Toward School and Peers

V. Affective (cont'd.)

C. Attitude Toward Reading

1. Demonstrates Interest in Reading
2. Enjoys Reading
3. Values Reading

MATHEMATICS
CONTENT AREAS
AND
STUDENT BEHAVIORS

I. Concepts

A. Whole Numbers

1. Reading, Writing, and Matching Numerals

2. Ordering Numbers
   a. Concept
   b. Symbols, <, > and =

3. Place Value -- ones, tens, and hundreds, .. .

4. Odd and Even Numbers

5. Prime and Composite Numbers

6. Factors and Multiples

B. Operations

1. Meaning of Addition, Subtraction, Multiplication, and Division; use of symbols-- +, -, x, and ÷

2. Properties -- Commutative, Associative and Distributive

3. Identify Elements (0, 1)

C. Fractions

1. Reading, Writing, and Common Fraction Notation

2. Ordering Fractions -- with like denominators

D. Decimals

1. Reading, Writing Decimals

2. Ordering Decimals -- with like denominators

E. Geometry

1. Recognizes and Names Common Geometric Figures

2. Knows Properties of Common Geometric Figures

3. Area and Perimeter of Geometric Figures

I. Concepts (cont'd.)

F. Measurement

1. Units of Time and their relationship; Abbreviations

2. Units of Money and their relationship; Symbols $ and ¢

*3. Units of Length
   a. relations within a system
   b. estimates of common units
   c. abbreviations and symbols

*4. Units of Weight
   a. relations within a system
   b. estimates of common units
   c. abbreviations and symbols

*5. Units of Liquid Measure
   a. relations within a system
   b. estimates of common units
   c. abbreviations and symbols

*6. Units of Temperature
   a. critical measurements in each system (freezing and boiling point of water, body temperature, and room temperature)
   b. abbreviations and symbols

*7. Units of Area and Volume
   a. relations within a system
   b. abbreviations and symbols

*metric and English

G. Proportion and Percent

1. Ratio and Proportion

2. Percent

H. Probability and Statistics

1. Average

2. Mode

3. Permutations

4. Combinations

I. Concepts (cont'd.)

- I. Integers
    - 1. Symbols
    - 2. Location on the Number Line
- J. Calculator
    - 1. Uses
    - 2. Limitations

II. Computation

- A. Whole Numbers
    - 1. Addition
        - a. basic facts
        - b. algorithm
    - 2. Subtraction
        - a. basic facts
        - b. algorithm
    - 3. Multiplication
        - a. basic facts
        - b. algorithm
    - 4. Division
        - a. basic facts
        - b. algorithm
        - c. divisibility rules
    - 5. Rounding to a given place
- B. Fractions
    - 1. Fractions with like denominators
        - a. add
        - b. subtract
    - 2. Multiply
    - 3. Renaming Fractions
        - a. finding a common denominator
        - b. L.C.D.

II. Computation

  B. Fractions (cont'd.)

    4. Add, Subtract Fractions with unlike denominators

    5. G.C.F.

    6. Division

  C. Decimals

    1. Add

    2. Subtract

    3. Multiply

    4. Divide

    5. Rounding to a given place

  D. Geometry and Measurement

    1. Compute Area or Volume

    2. Convert Measurement Within a system (e.g., 10 ft. = ___ in., 1.1 kg = ___g)

  E. Proportion, Percent

    1. Solve for Missing Term in a Proportion

    2. Find a Given Percent of a Number

  F. Probability and Statistics

    1. Compute an average

III. Applications

  A. Solves Word Problems

    1. One Step with Whole Numbers

    2. Two or more Steps with Whole Numbers

    3. With Fractions

    4. With Decimals

    5. With Percents

III. Applications

- A. Solves Word Problems (cont'd.)
    - 6. With Extraneous Information
- B. Estimates Answers and Checks Problems
    - 1. Use of Rounding
    - 2. Use of Inverse Operations
    - 3. Tests Answer
- C. Geometry and Measurement
    - 1. Uses Metric and English Rulers, Thermometers, and Scales to Measure and Weigh
    - 2. Solves
        - a. length or weight word problems requiring conversion within a system
        - b. money problems
        - c. distance, rate, time problems
        - d. area, volume problems
    - 3. Reads Maps using Scales
    - 4. Reads Plane, Train, and Bus Schedules
- D. Probability and Statistics
    - 1. Reads Charts, Graphs abd Tables
    - 2. Computes Simple Probabilities
- E. Calculator
    - 1. Uses to Solve or Check Problems

IV. Attitude and Self Concept

- A. Attitude toward Math
- B. Attitude toward School
- C. Self Concept

APPENDIX 7

ALTERNATIVE STRATEGY FOR USE IN MODULE 7

NEEDS ASSESSMENT -- CURRENT STUDENT OUTCOMES

ACTIVITIES:

3. Description of the Current Standards for Student Success Column (15-20 minutes)

Rationale. The relationship between the Current Standards for Student Success and the Desired Standards for Student Success needs to be shown.

Materials	Strategy
A6H1R, Completed Student Needs Assessment Chart	1. Have LAT members take out A6H1R. The data in the Current Standard Column on this chart was compiled by examining individual and class test profiles. After determining the number of students who reached the desired standard, the percentage of the total student population was determined.
	2. Review the first example. If you determined that 18 out of the 30 students just completed reading level 5 of the Mighty Readers Reading Program scored above the fifth stanine on tests 5, 6, and 7 of the level 1 Stanford Diagnostic Reading Test, this percentage would be 60% (18 : 30). If you determined that 12 out of these 30 students scored between the third and the fifth stanine, this percentage would be 40% (note 2nd entry). Thus 30% of the students reading in 5th level of the Mighty Readers Reading Program did not meet their teacher's standard.
	3. 25 students just completed level 6 of the Mighty Readers Program; 40% scored above fifth stanine, and 20% scored above the sixth stanine; 60% scored between the third and fourth stanine. None scored below the third stanine, although it was felt 5% might; 5% of these did better than expected; 10% did not meet their standards. Thus, the column shows -5%.

ALTERNATIVE STRATEGY - MODULE 7 (cont'd.)

ACTIVITIES:

3. Description of the Current Standards for Student Success Column (cont'd.)

Materials Strategy

4. All the students completing level 7 of the Mighty Readers Reading Program met their teacher's expectation. The standard on the last entry was rewritten since no students were below the seventh stanine.

5. To determine the percentage meeting the desired standard in the area of vocabulary development, you need to determine the total number of students with IQ's between 80 and 90. Let's assume there are 35 third grade students with IQ's between 80 and 90. Now you need to determine how many of these 35 students had a grade equivalent score at or above 3.1 on the vocabulary section of the Gates-MacGinitie Reading Test, Primary C - Form 1. If 12 of these 35 students met this standard, then 34% (12 ÷ 35) of this population met this standard.

6. Continue reviewing examples until you are sure all the LAT understands how to determine current data.

- Literal Comprehension - Since 60 out of the 60 students reading on the 3^2 level of Houghton-Mifflin in June scored in the mastery range on the literal comprehension section of the Houghton-Mifflin Level 1 test, 100% or all students met the desired standard.

There are 30 students reading at the 3^1 level of Harper & Row in June, 18 out of these 30, or 60% scored between the 41st and 80th percentile on the Harper & Row Third Reader Achievement Test - Subtest 4.

-Language Arts - In looking at the test data reports, it was noted that 32 students were 6 months or more below grade level. When the list of students scoring in this range was reviewed, it was found that while 14 of these were below average students; 18 were average

ACTIVITIES:

3. Description of the Current Standards for Student Success Column (cont'd.)

Materials	Strategy
	6. (cont'd.)

- Language Arts - (cont'd.) ability students.

The CTBS report showed that 49 students scored within 6 months of grade level. When the list of students scoring in this range was reviewed, it was discovered that 5 were low ability students, 36 were average ability students and 8 were high ability students. The nine remaining students scored six months or more above grade level. All of these students were high ability students.

-Language Arts (alternate III) - The scores of the 19 below average students achieving below grade level were reviewed. 14 of these students scored within the predicted range. Five scored, better than expected, that is, within 6 months of grade level.

The scores of the 42 average ability students achieving on grade level were listed. Six of these students scored below the expected range, 34 scored within the expected range, and 2 scored above the expected range.

All 12 of the average ability, low achieving students scored within the expected range.

The May scores for the 4 above average ability-average achieving students were 4.6, 4.3., 4.2, 4.2. Thus one achieved above the desired range and 3 within the desired range.

The May scores of the 13 high ability, high achieving students were listed in rank order as 5.9, 5.2, 5.0, 4.9, 4.6, 4.6, 4.6, 4.6, 4.6, 4.2, 4.2, 4.1, 4.1.

ALTERNATIVE STRATEGY - MODULE 7 (cont'd.)

ACTIVITIES:

3. Description of the Current Standards for Student Success Column (cont'd.)

Materials

Strategy

6. (cont'd.)

-Language Arts (alternate III) (cont'd.)

Thus, 9 student scored within the desired range and 4 scored below the desired range.

-Attitude Toward Reading- If 50 out of the 100 third grade students responded positively on 50% of the items on the teacher-made Attitude Inventory, then the current standard in this category would be 50%. If the other 50 students responded positively to at least 25% of the items, then this current standard is also 50%. Thus, 25% or 25 students did not meet the standard.

APPENDIX 8

ALTERNATIVE STRATEGY FOR USE IN MODULE 8

NEEDS ASSESSMENT -- DISCREPANCY ANALYSIS

ACTIVITIES:

3. Description of the Process of Determining Discrepancies (20 minutes)

Rationale. The LAT has to understand the process of determining discrepancies so they can independently determine the discrepancies on their charts.

Materials

A6H1R, Completed Student Needs Assessment charts

A8T3 Sample Discrepancy for Student Needs Assessment Chart

Strategy

1. Have the LAT members take out A6H1R and pass out additional copies to members without a copy. Show A8T3 For each behavior listed on A6H1R, a discrepancy can be determined. Each discrepancy is determined by comparing the desired and current percentages: Did the students exceed our desired standard? If students exceeded the desired standard, we will record a + in the chart. If a group did not meet the desired standard, we will record that in the chart.

2. Look at the first behavior listed on A6H1R - Phonic Analysis. The desired standard for level 5 students is listed first. Although it was hoped that 90% of these students would score in the third to fifth stanines, only 60% actually did so. Thus, the group did not meet the desired standard. Thus a -30% is recorded.

   The level 6 students present a rather mixed picture. Although not as many students as we hoped scored above the fifth stanine, all of these students scored in the third stanine or better. You may wish to record either a -10% or -5% to indicate that there is no strong pattern for this group.

   The level 7 students present a rather clear pattern on the phonic analysis behavior. While it was hoped that 80% would score above the seventh stanine, 93% actually did score

ACTIVITIES:

3. Description of the Process of Determining Discrepancies (cont'd.)

Materials | Strategy

2. (cont'd.)

above the seventh stanine. (Note that the prediction that 20% of the students might score between the third and seventh stanine is surpassed, because although only 3% scored between the fifth and seventh stanines, those who did not score in that range, earned higher scores.) The level 7 students exceeded the standards set for phonic analysis. Thus a +13% is recorded.

3. For the next behavior, Vocabulary Development, low ability students did not meet the standard that was set. Only 34% of the students scored 3.1 or higher, while it was hoped that 50% of the students would score 3.1 or higher. A -16% is recorded.

The average ability student also failed to meet the desired standard, so a -20% is recorded.

The high ability students did better than expected. Note that more of these students than expected scored above 4.5 and less scored between 3.9 and 4.5. Thus these students exceeded the standard, and a +5% can be recorded.

4. For the next behavior, Literal Comprehension, it appears that students reading in the Houghton-Mifflin series are reading on level and students reading in the Harper & Row series are reading below grade level. The students reading on level achieved their standard, but students reading below level did not meet their standard. Therefore, a 0 is written in the Average column and a -20% is written in the Low column.

5. For the next content area, Language Arts, the low ability students exceeded the desired

ACTIVITIES:

3. Description of the Process of Determining Discrepancies (cont'd.)

Materials | Strategy

5. (cont'd.)

standard. Although 14 of them scored in the expected range, 5 of the low ability students were within six months of grade level and thus exceeded the expectation.

The average ability students clearly did not meet the standard set. Of the 49 students who did score within six months of grade level, 5 were low ability students who exceeded expectations and 8 were high ability students who fell below expectations. Thus only 36 of the 54 average ability students met the expected standard. Teachers may wish to record a -14% for this group.

Since only 9 of the 18 high ability students met the desired standard, the high ability students did not meet their expectations. A -5 should be entered in the chart. The discrepancy may be considered great, since 1/2 of the high ability students did not achieve the standard.

6. (A6H1R alternate III) All 19 below average ability, third graders who are also achieving below grade level met or exceeded their desired standard, so a + 5 is entered for this group's discrepancy.

Only 6 of the 42 average ability third graders who are achieving at grade level did not meet their desired standard, so a - 6 is entered. Two scored better than expected; so, you may wish to enter a -4 as the discrepancy.

Since no average ability third graders who are low achievers were above or below their desired standard, a zero is entered for this discrepancy.

ACTIVITIES:

3. Description of the Process of Determining Discrepancies (cont'd.)

Materials | Strategy

6. (cont'd.)

Since all 4 above average ability third graders who are achieving at grade level scored at or above their desired standard, a +1 is entered as their discrepancy.

All the above average ability third graders who are high achievers did not meet their desired standard, so a -4 was entered as their discrepancy.

7. The standard for the students Attitude Toward Reading was not met. Only 50% rather than the desired 75% of the students met the standard. A -25% should be entered for these students.

8. Ask the LAT if there are any questions.

DISCREPANCY RECORDING CHART

DESIRED STANDARD

CURRENT PERFORMANCE

Compare the statement of current performance with the desired standard.
If the current student performance exceeds the desired standard, record a +.
If current student performance does NOT meet the desired standard, record a -

The columns on the right may be used to indicate grade level, ability level, or performance levels. Use whatever labels you used to define your population. Label the columns in the way most useful to your situation.

Student Behavior			

SAMPLE READING TALLYING CHART

Areas & Behaviors	Above Level						At Level						Below Level					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
I. Word Recognition																		
A. Phonic Analysis	+	+	+				+	+	+				-	+	+			
B. Structural Analysis	+	+	+	+	+	+	+	+	+	+	-	-	-	+	-	-	-	-
C. Vocabulary Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
II. Comprehension																		
A. Literal	+	+	-	-	-	-	+	-	-	-	-	-	-	-	-	-	-	-
B. Interpretive	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
III. Attitude																		
A. Self	+	+	+	+	-	-	+	+	+	-	-	-	+	+	-	-	-	-
B. Reading	+	+	+	-	-	-	+	+	-	-	-	-	+	-	-	-	-	-
C. School	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-

SAMPLE DISCREPANCY FOR STUDENT NEEDS ASSESSMENT CHART

STUDENT BEHAVIOR	LOW	AVERAGE	HIGH
Phonic Analysis	-30%	-10%	+13%
Vocabulary Dev.	-16%	-20%	+ 5%
Literal Comprehension	-20%	0	Not Applic.
Language Arts	+	-	-
Attitude Toward Reading		- overall	

	Below Average Ability	Average Ability		Above Average Ability	
	Below Level Ach.	At Level Ach.	Below Level Ach.	At Level Ach.	Above Level Ach.
Language Arts	+	-	0	+	-

APPENDIX 9
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APPENDIX 9

FOR USE IN MODULE 9--PROGRAM ANALYSIS

DEFINITIONS OF CLASSROOM VARIABLES

1. Time - refers to the total time made available for instruction in all subject-matter areas, the time available for reading/math instruction, and the time students spend attending to the instruction provided.
2. Criterion-Relevant Instruction - refers to the amount of overlap between measures of student achievement and the instruction provided. That is, to what extent are students taught the materials on which they are tested?
3. Curriculum Motivators - refers to aspects of the curriculum that support and encourage student learning. These aspects include interest, variety, and speed of feedback on performance.
4. Interpersonal Motivators - refers to those aspects of teaching behavior (other than explicit instruction) that support and encourage student learning. These aspects include the extent to which the teacher promotes peer tutoring and student self-management, uses verbal and nonverbal reinforcement, and is aware of and sensitive to student interests and needs.
5. Instructional Objectives - refers to the specificity and clarity of the goals of instruction, the degree to which curriculum materials match the objectives, and the frequency with which new objectives are presented.
6. Matching - refers to the procedures used to assign students to specific curriculum materials, the ease and frequency with which students and materials are matched, and the extent to which students are assigned to materials suited to their abilities and needs.
7. Grouping - refers to the number and size of groups in which students receive instruction and the frequency with which regrouping occurs.
8. Sequencing and Pacing - refers to the clarity of the sequence of instruction and the ease with which the sequence can be modified when necessary. Pacing refers to the extent to which students progress through the sequence at an appropriate pace.
9. Instructional Interaction - refers to the extent to which the teachers and students interact on matters directly related to reading/math instruction, the number of students with whom the teacher generally interacts, and the degree to which students participate in interactions with the teacher that concern instructional matters.

10. Classroom Management - refers to certain aspects of the organization of the classroom environment and the people in it. These aspects include control of disruptive student behavior, organization of materials and equipment, and scheduling of staff activities.

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APPENDIX 9

EXPLANATION OF COOLEY-LOHNES CONSTRUCTS

In the Student Needs Assessment process of PSIP you have now looked extensively at your student needs. You have looked at the content of your reading program, listed desired skills, and determined the extent to which particular groups of students have achieved those desired skills. The Student Needs Assessment is basically content focused. However, as you know, there is another part of teaching; the program you use (or you might think in terms of methods). During the Program Needs Assessment you will be looking at the factors that influence student achievement.

There are a number of different influences on student achievement. (You may wish to show 5T8.) Think in terms of the difference in student achievement between September and May. There are at least four sources of influences: (9T2)

(1) Classroom influence - what you teach and how you teach.

(2) School factors - there are some school factors over which you as a classroom teacher have no or little control, but these factors do influence student achievement. For example, the number of school days and the length of the school day.

(3) Home/Community - the opportunities the home or community provide for learning outside school are important influences on student achievement. Are books available in the home? Is reading a valued activity? Do parents read to students? Are the students exposed to educational TV programs?

(4) Peer influence - how "hep" is school achievement? Is going to school the "in" thing to do?

As teachers you can most directly impact classroom processes. Certainly home and community factors are very important but perhaps not so readily changed. I am sure that you will want to look at classroom and school factors and perhaps you may want to collect some data on home/community or peer influences.

The question still remains as to what classroom practices should be examined. In the past, people have probably studied thousands of different factors. Teacher's age, sex, years of teaching experience, creativity, or the type of lighting in the classroom. For PSIP we want to focus on factors which research over the years has indicated are important to student achievement. Some of these factors are identified in studies of the Follow-Through Programs. Because of PSIP's involvement with LRDC, and because we believe that the work of Cooley and Lohnes is outstanding, we will be focusing on the variables identified in the book Evaluation Research in Education. They are also described in the Cooley and Leinhardt publication "The Application of a Model for Investigating Classroom Practices."

This model for looking at a classroom covers four critical areas (show 9T4). These constructs, or if you wish, ingredients, apply to almost any instructional situation. Think for a moment, if you will, about the task of learning to play the piano. One of the opportunities you will need is time -- time for learning and time for practicing. If you are going to be tested on playing tunes, you also need the opportunity of instruction on how to play the piano. Instruction on how to clean or tune a piano may be nice but they are not directly related to learning how to play.

There are two kinds of motivators you might think of: the first is the kind of interpersonal praise or feedback you receive from your teacher and the other would be concrete things that motivate you to work. Children, for example, often receive a gold star when they have mastered a tune. Children's song books are cleverly illustrated and are often short -- a new book gives a sense of achievement.

Structure should not be interpreted to mean rigidity or severe discipline. Do not conjure up the image of a teacher hitting you over the knuckles. Rather, does the teacher move at a pace correct for you, the student? Are the lessons matched to your ability? For example, if you have no knowledge about the black keys, does the tune require the use of the black keys? On the other hand, when you have learned to use the black keys, do at least some of the tunes you are given require the use of the black keys?

The fourth ingredient, instructional events, includes both the extent to which the teacher focuses on the task of teaching you to play the piano and the extent to which the time and materials are well managed. Do you end up spending much of your half-hour lesson talking about the weather or the wood of the piano? Does the teacher have all the pieces ready for you to play or do you need to get off the bench and let her/him rummage through the collection of books stored in the bench?

The time variable includes the total amount of time students spend in school. It has, for example, been shown that there is a significant difference in student achievement between students who yearly spend 190 as opposed to 170 days in school. The amount of class time devoted to instructional reading is also of importance. In addition to the amount of time you, as the teacher, spend on reading you also need to consider how much of that time students are actually attentive. Are students actively spending time in reading lessons or are they looking out the window wishing that they were outside? Or are they writing notes to their neighbors or just drawing pictures?

The other variable within the opportunity construct is called Criterion Relevant Instruction. Very briefly, this variable is the extent to which what is tested is that which is taught. You may want to teach some things that are not tested by the standardized tests or you may wish to change standardized tests; that is almost a separate issue. Principals and school boards will probably always look at the standardized test scores. Your students' achievement will certainly be related to whether or not you teach the concepts tested on the standardized tests. Are the word analysis items tested by the CTBS taught in the GWEPS program in the same format? Format can be crucial; for example, some of you may be familiar with the old Pennsylvania EQA math subtest. The format of that test was somewhat unusual demanding knowledge both of some math concepts or factors and of the "greater than," "less than," and "equal to" relationships. Some students may have done poorly on that item simply because of the format.

In a recent study of "well implemented" individualized programs Cooley & Lohnes discovered that the variables time on task and criterion relevant instruction were by far the two most critical variables.

The variable called "interpersonal motivators" includes those interpersonal behaviors that support and encourage student learning. A teacher's use of verbal reinforcement and his or her sensitivity to student needs and interests is important to student achievement. When teachers

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point out the relevance of skills, model the use of skills, or provide corrective feedback, they are also contributing motivation to the learning situation.

Curriculum motivators are characteristics of actual things in the classroom that support and encourage student learning. Is the book "The Dog Next Door" interesting to your student? Does "To Turn A Stone" turn your students on? And does the book "How It Is Now A Days" portray a style of life that your students would be familiar with? Do the workbook pages provide for a variety of activities or does every workbook page ask the student to draw X's, or does every page ask the student to match, or does every page ask the student to fill in the blank. How quickly does a student receive feedback on his or her work? Are tests given on Monday but not returned until Friday? The use of cognitive games can also provide for motivation.

The variables included under structure deal with how well the class-room is organized. The structure (not regimentation) and careful sequencing of the instruction are also included here.

The variable, instruction objectives, measures the clarity of objectives and whether or not they are understood by both the teacher and the students. If you were to walk into another teacher's classroom, you should be able to discern his or her teaching objectives for the lesson. The student materials can also provide the students with an understanding of lesson objectives. That might be accomplished by an example, a range of examples, or by stating the objectives.

Matching pupils to appropriate instruction is also important for student achievement. Is there some provision for placing students in a level of the Ginn series that is appropriate to their reading level? Are there check points or tests that enable you, the teacher, to determine the student's mastery of the material? Are a student's interests considered varied as to curriculum material and how it can be matched to the student needs? Some math tests, for example, provide graded tests of exercises. Some for "poor students," some for "all students," and some for the "better student." If students do not master a skill, do the curriculum materials provide back-up or remediation for reteaching?

Part of the structure construct also deals with the grouping of students. Does the teacher instruct the entire class or small groups? How many students are in each group? On what basis does the teacher group? Are students grouped because they have similar prerequisite skills and are in need of instruction in the same skills? How often and on what basis are students regrouped?

The sequencing and pacing variable deals with the degree to which the sequencing of the curriculum is clear. Once a student masters an objective or unit is the option or are the options for the next objective or unit specified by the curriculum? Do you frequently find it necessary to resequence the content in the textbook? Are there chapters for which you find it necessary to do a great deal of review or teaching of prerequisite skills? To what extent can students move at their own rate? Are some fast moving students limited in the content to which they are exposed because of the pace set by slower students? Are some of the slower students left behind by the faster pace of the majority of the class?

One of the variables in the instructional events construct is instructional interaction. Is the teacher able to give attention to individual students? How many individuals can the teacher attend to during a given class period? Do students respond to teacher questions and directions? How much of the teacher's time and talk is directly related to the cognitive goals of a lesson? In reading the book A Duck is a Duck, are reading skills attended to or is the entire instructional period devoted to talking about students' experiences with ducks? Some talk about personal experiences may be helpful and motivating but spending all of the time on such discussion would not promote reading skills.

Classroom management is another variable within the instructional interaction construct. How much of the teacher's time is spent in instructions for organizing or disciplining students? Is the classroom well organized and have students been taught the necessary self-management skills? Or is a great deal of time spent giving directions such as "the pencil sharpener is over there next to the aquarium, the paste is on the second shelf at the back of the room, the dictionaries are on the bookcase in the front of the room?"

APPENDIX 9

ALTERNATE STRATEGY FOR USE IN MODULE 9

NEEDS ASSESSMENT -- PROGRAM ANALYSIS

ACTIVITIES

4. Gathering Additional Data (30 minutes)

A. Discussion of Other Data Gathering Techniques

Rationale. LAT members need to be aware of other techniques. They may decide to supplement the questionnaire and interview method.

Materials	Strategy
A9T/H1, Data Collection - Methods and Sources	Review the advantages and disadvantages of each method of data collection. Discuss accuracy, feasibility, obtrusiveness, number of samples required, etc. Methods of data collection include: - Observation - by peer, by SAT, by outside. See pages A9.22-A9.26 for a sample classroom observation instrument. - Video Tape - reviewed by SAT, by observer - Audio Tape - reviewed by SAT, by observer - Structured Interview Questionnaire - conducted by linker or SAT member. See sample questionnaires following. - Curriculum Analysis, or intrinsic analysis, by SAT members or teachers. See Doris Gow's Intrinsic Analysis Training Manual. Sources of Data include Administrators, Teachers, Students, Support Personnel, School Records, etc.

B. Home and Community Variables

Rationale. It may be important to include consideration of home and/or community influences if the LAT is to strengthen that portion of its program under investigation.

Materials	Strategy
	Lead an open discussion of the home and community variables that influence a student's achievement. (See Page A9.3.)

4. B. Home and Community Variables (cont'd.)

Materials Strategy

If variables are selected, data collection methods and the construction or adaptation of instruments can be established. Suggested scheme for coding the variables is shown below:

Home and Community	Opportunity
	Motivators
	Structure
	Instructional Events

C. Selection of Additional Sources and Methods of Data Collection

Rationale. The LAT may decide that the questionnaire and interview do not touch upon some phases of the program that are suspect. It needs to be aware of other techniques that might be appropriate for that purpose.

Materials Strategy

Assure yourself that each member of the LAT is now familiar with the constructs to be studied and the primary method and questions used for collecting data relevant to those constructs. Then, give them the opportunity to suggest additional questions to be asked and offer additional variables to be studied. Also, ask them to suggest additional methodologies for obtaining data. Although it is important for the LAT to engage in this activity, avoid the temptation to attempt too much.

SAMPLE STUDENT QUESTIONNAIRE - ENGLISH

Please check your grade:
6th ______
7th ______
8th ______

Please check your sex:
Male ______
Female ______

> The purpose of this questionnaire is to get your feelings about the English program. Your answers will be used to help identify parts of the program that might be changed or improved.
>
> This is not a test. There are no right or wrong answers. Do not write your name on this questionnaire or identify yourself in any way. No one will know who filled out this questionnaire.
>
> Please circle the choice that best indicates your feelings. Circle only one choice for each question.

1. How important to you is English compared to other subjects?

   More important   About the same   Less important

2. How important does English seem to be in this school compared to other subjects?

   More important   About the same   Less important

3. Do the tests in English cover the things you were taught in class?

   Almost always   Some of the time   Not often

4. How much do you like the materials used in the English program compared with the materials used in other subjects in this school?

   More than others   About the same   Less than others

5. How interesting are the things you read in English classes?

   Very interesting   Interesting   Not interesting

6. How well did your instruction in English in earlier grades prepare you for the instruction you are now getting?

   Very well   Fairly well   Not well

SAMPLE STUDENT QUESTIONNAIRE - ENGLISH (cont'd.)

7. Do you know the purpose of each unit of instruction in English classes?

Almost always
Some of the time
Not often

8. How hard are the things you read in English classes?

Much too hard
About right
Much too easy

9. Do you feel you get enough individual attention in English classes?

Almost always
Some of the time
Not often

10. Does the instruction in English move at the right pace for you?

Too fast
About right
Too slow

11. How do you feel about the amount of time provided for English instruction in this school?

Too much time
About right
Not enough time

12. How much do you like the system of having reading for nine weeks and then having English for the next nine weeks?

A lot
A little
Not at all

13. How much does what you learn in English classes help you in other subjects?

A lot
A little
Not at all

14. How often do you use the library in your school to read things just for fun?

Often
Sometimes
Never

15. How much do the materials available in the library help you in completing your English assignments?

A lot
A little
Not at all

SAMPLE STUDENT INTERVIEW - GRADES 3 & 4

The LAT coordinator might interview two average students from each reading group in the third and fourth grades by asking them individually the following questions. A separate sheet should be completed for each student.

Introduction to the Student Interview

Before interviewing each child, explain to them the purpose of the interview.

> My name is ______________________________, and I'm going to ask you some questions about reading, so we can make the reading program at your school better. I want you to tell me exactly how you feel about each question.

SAMPLE STUDENT INTERVIEW - GRADES 3 & 4 (cont'd.)

Grade ______ Reading Level (Date) ____ Sex ______

1. Is reading important to you? _____

   (If yes - why is reading important to you? ______________________

   ____

2. Do you want to learn to read better? _____

3. What do you like about your reading class? ______________________

   ____

4. Do you like the reading book you use? _____

5. Are the questions on the reading tests usually about things you worked on or talked about before in class? _____

6. Are the reading books:

   Too hard? _____ Too easy? _____ Just about right? _____

7a. When you need help in reading does your teacher usually help you? _____

7b. Does your teacher sometimes spend time with just you? _____

7c. Does your teacher do this often? _____

8. Do you think that learning to read helps you with the rest of your school work?
   (If yes - which school work does reading help you with the most?)

   ____

9a. How often do you go to the school library?

   Every day _____ Once a week _____

   2 or 3 days a week _____ Every two weeks _____

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SAMPLE STUDENT INTERVIEW - GRADES 3 & 4 (cont'd.)

9b. Can you go to the school library as often as you want to? ______

9c. Do you pick out your own books in the library? ______

10a. Do you read library books that are in the classroom? ______

10b. How interesting are the library books that are in the classroom?

____

11. Does your teacher ever read to you in your class? ______

12a. Does your teacher ever tell you that you have done well in reading? ______

12b. Does your teacher ever write notes to tell you how well you have done in reading? ______

13a. Do you always work on reading with the same boys and girls? ______

13b. Do you sometimes get to read with your friends? ______

14a. Do you sometimes do reading work in learning centers? ______

14b. (If yes to question 14a.) Do you have time to work in learning centers during reading? ______

14c. (If yes to question 14a.) Do you like doing reading in learning centers? ______

15. Do you ever do reading work with tapes? ______

16. At home does anyone read to you? ______ (If yes.) Who reads to you?
Father ______ Mother ______ Brothers & Sisters ______ Other ______.

17a. Do you have books at home to read? ______.

17b. Do you use books at home to help you with your work? ______

17c. Do you read books at home for fun? ______.

18. Do you ever go to the public library? ______

19. Do you belong to a book club or reading club? ______

My children attend ______________________ elementary school.

For each child attending elementary school, circle the child's sex and write his/her grade level in the chart below. Then answer each question on the left for each child.

	CHILD 1	CHILD 2	CHILD 3	CHILD 4	CHILD 5
	boy girl	boy girl	boy girl	boy girl	boy girl
GRADE ⟶	____	____	____	____	____
1.10a Does this child bring home reading work to do?					
1.10b Approximately how many minutes of reading work does this child do at home each week?					
1.10c Do you help this child with this reading work?					
1.10d If this child doesn't understand something about his/her reading homework, does he/she seem to do better after you explain it to him/her?	usually sometimes not usually	usually sometimes not usually	usually sometimes not usually	usually sometimes not usually	usually sometimes not usually
21a Do you read to this child? If yes, how many times a week?					
21b Does this child have books to read at home?					

A9.18

SAMPLE HOME ENVIRONMENT QUESTIONNAIRE

		CHILD 1	CHILD 2	CHILD 3	CHILD 4	CHILD 5
		boy girl	boy girl	boy girl	boy girl	boy girl
	GRADE →	____	____	____	____	____
21c	Do you take this child to a library?					
22e	Who selects this child's books? Circle a, b, or c in the chart. a. child alone b. parent alone c. parent and child together	a b c	a b c	a b c	a b c	a b c
22f	Does this child enjoy reading at home?					
31	Does this child enjoy reading at school?					
21d	If this child has books, where does he/she get them from? Circle any letter that applies. a. grocery store b. book store c. book club d. other	a b c d	a b c d	a b c d	a b c d	a b c d

SAMPLE HOME ENVIRONMENT QUESTIONNAIRE (cont'd.)

Answer yes or no to each question.

22a Do your children ever see you read? ______

22b Do you receive a newspaper in your home? ______

22c Do you have books to read at home? ______

22d Do you go to a library? ______

24 Do you take your children on trips? ______

If so, do you discuss the trips with them? ______

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METHODS OF DATA COLLECTION

1. Questionnaire
2. Structured Interview by SAT member
3. Observation by peers or SAT member
4. Curriculum Analysis
5. Audio or Video Taping for self or outside review

SOURCES OF DATA

1. Teachers
2. Students
3. Administrators
4. Parents
5. School Support Personnel (e.g., aides)
6. School Records

APPENDIX 9

PSIP CLASSROOM OBSERVATION SCHEDULE

(PSIP-COS)

Directions for Use

General

An observer should be as unobstructive as possible. Select a position in the classroom that will allow as great a visual field as possible. If it is necessary to move around the room, do this as quickly as possible.

Process Side

The PSIP - COS is used during a classroom observation period of one hour to record specific student and teacher behaviors as they occur. The observation period is divided into three 15-minute segments. This division allows the observer five minutes between observation units to record comments relative to the classroom situation observed.

It should be noted that each individual observation unit on the schedule form provides a space labeled Total N--. This Total N space is filled in if the group of students observed is less than the whole class. For instance, if a small reading group of eight students is observed during Unit 1, this number should be noted.

The purpose of tallying student behaviors is to determine two things--the proportion of students exhibiting such behaviors and the number of incidents of specific behaviors during a class period. To provide adequate information, the observer should place a check (✓) in the appropriate row whenever a student displays a categorical behavior during an observation unit. If the same student provides multiple incidents of the same behavior, a check (✓) is made the first time the behavior occurs followed by S for every repetition by the student during an observation unit.

For example, the sample below shows that a nonattending behavior occurred 16 times but these 16 incidents involved only eight students.

	Observation 1
1.8 ATTEND	✓ ✓SSS ✓SS ✓ ✓ ✓SS ✓ ✓ ✓

Environment Side

The observer should fill out the environment side of the PSIP - COS before beginning an observation unit. If the students observed move from total group instruction to independent work, this should be noted under "Remarks" for that observation unit. Any major interruptions in instruction should be noted as should explanations of any "other" boxes checked on this form.

DEFINITION OF STUDENT BEHAVIOR CATEGORIES

1.8 ATTEND

Student attends to teacher-directed instruction.

Observable ATTENDING behaviors:

a. Focuses visually upon teacher (Negative instances: gazing out window; staring at ceiling; looking around at other students, etc.)

b. Listens to teacher talk and indicates reception of information (Negative instances: doesn't follow directions; doesn't have right page; is using wrong material, etc.)

c. Demonstrates physical behaviors characteristic of attending (Negative instances: fidgets in seat; slides down in seat; jiggles desk; nudges other students, etc.)

NOTE: For the ATTENDING category of behavior, the observer checks all negative instances observed—it is more efficient than recording positive instances, especially in large group instruction.

1.9 MAINT/COMPLETE

Maintenance of an assigned activity during working period assigned and/or completion of activity.

Observable behaviors:

a. Student maintains assigned activity throughout assigned working period.

b. Student moves through sequence of assigned activities without interruption.

c. Student completes assigned activities within time period allotted.

NOTE: For the MAINT/COMPLETE category, negative instances should be recorded--those students who are not exhibiting MAINT/COMPLETE behaviors. It may be necessary to check with the teacher on the number of students completing an assignment.

9.7 ACT PARTIC

Observable behaviors:

a. Asks questions about lesson

b. Takes part in discussions

c. Initiates discussions

d. Volunteers to answer questions

NOTE: For the ACT PARTIC category, positive instances of behaviors are recorded.

9.8 VOLNTR ANSR

The student volunteers answers during Reading class.

Observable behaviors:

a. Responds to teacher request for an answer.

b. Self-initiated response or input is given during Reading class.

NOTE: Positive instances are recorded for VOLNTR ANSR category.

9.1 TCHR TLK

Teacher talk relates to classroom management, instructional management and for actual instruction.

Observable behaviors:

a. Classroom management talk--"sit down," directions on cleaning up or getting ready.

b. Instructional management talk--Finding right page, directing use of material, identifying exercise to be worked on, assigning independent/small group activities, collecting/recording completed work.

c. Instructional talk--Direct teaching of a lesson, introducing expanding on a concept or skill.

NOTE: Positive instances should be recorded for TCHR TLK category.

SCHOOL ____________________________

PSIP CLASSROOM OBSERVATION SCHEDULE (PSIP - COS)

(Process)

A9.25

Categories of Student Behavior	Observation Unit 1 15 minutes Total N--	Observation Unit 2 15 minutes Total N--	Observation Unit 3 15 minutes Total N--	TOTAL
1.8 ATTEND (Check negative instances)				
9.8 VOLNTR ANSR a. Teacher request				
b. Self-initiated				
9.7 ACT PARTIC				
1.9 MAINT/COMPLETE (Check negative instances)				
Completed				
	Comments:	Comments:	Comments:	

Categories of Teacher Behavior	Observation Unit 1 15 minutes	Observation Unit 2 15 minutes	Observation Unit 3 15 minutes	TOTAL
).1 TCHR TLK a. Classroom Mgt.				
b. Instructional				
c. Instruction				

PSIP-COS (cont'd.)

OBSERVER ______________________

PSIP - COS

Environment

	Unit 1	Unit 2	Unit 3
Grouping			
Small group	☐	☐	☐
Total Group	☐	☐	☐
Tchr. Dir.	☐	☐	☐
Ind. Wrk.	☐	☐	☐
Other	☐	☐	☐
Materials			
Tchr. Made	☐	☐	☐
Pupil Made	☐	☐	☐
Commercial	☐	☐	☐
Manipulative	☐	☐	☐
Req. Verbal Resp.	☐	☐	☐
Req. Physical Resp.	☐	☐	☐
Other	☐	☐	☐
AV Equipment Used			
Ovrhd.	☐	☐	☐
MVPro.	☐	☐	☐
Tape Recdr.	☐	☐	☐
None	☐	☐	☐

A9.26

Date ______________ Teacher ______________

Time __________ Total Number of Students __________

Remarks
Observation Unit 1
Observation Unit 2
Observation Unit 3

PSIP-COS (cont'd.)

APPENDIX 9
PROGRAM ANALYSIS INSTRUMENTS

Before distributing a set of instruments for review in the Module 9 session, first decide which set(s) to use, (math, reading, and/or language arts). Then, review the set(s) for appropriateness to the site and revise them as needed. Once the instruments have been agreed to by the LAT, they need to be reproduced and coded before being distributed for response. Procedures for accomplishing these preparatory steps are presented below.

Selecting Instruments

The school's student need statement will determine what instruments are to be used. If it concerns math, the math questionnaires are used. If the school's concern is strictly with reading, the reading questionnaires and interview form are used. Both the teacher questionnaire and teacher interview are needed in order to obtain a good description of the program.

If the school's concern is strictly with language arts, the language arts questionnaires are used. If the school is only concerned with one aspect of language arts, composition for example, the language arts questionnaires can be simplified by deleting all items on spelling and grammar.

If the school is concerned about both reading and language arts and if the same teachers teach both subjects, the response time for teachers may be high. To help reduce the time, the linker might suggest using the student needs analysis to provide a focus for program needs. For

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example, if the school is concerned about both reading and language arts but finds that reading achievement is close to, at, or beyond expectation, it would seem advisable to utilize only the language arts questionnaire. (The LAT might use the reading interview and questionnaire at a later date, if desired.) As an alternative, the LAT could use the reading forms and only those aspects (spelling, grammar, or composition) of the language arts form corresponding to areas in which student achievement is weak.

Revising the Instruments

If students within a class are grouped for math instruction (as is frequently done in reading) or if one teacher teaches several classes of math (as in departmentalized schools or in schools using a Joplin plan), it would be best to restructure the math questionnaire as an interview and questionnaire similar to the reading forms. The same holds true for language arts, if teachers group within a class or if a teacher teaches more than one class of language arts.

Generally, items should be placed on the interview if a teacher's answer would vary from group to group or class to class. Table A9.1 contains suggested items for use in restructuring the math and language arts questionnaires.

In Math you may wish to reformat questionnaire items 48b and c for an interview. If so, use a form similar to reading interview item 9. In language arts you may wish to reformat questionnaire items 21-23 for an interview. If so, use a format similar to reading interview item 9.

Table A9.1

Suggested Items for Mathematics and Language Arts Questionnaires

Teacher Math Questionnaire Item	Teacher Language Arts Questionnaire Item	Suggested Format is similar to Teacher Reading Interview Item
1a,b	1a,b	1
8	8	2
9	9	3
10	4	4
(12, 13, 14)	12, 13, 14	5
(15, 16, 17, 18)	15, 16, 17, 18	6
19	19	7
20	20	8
23a	26	17*
23b	-	18
23c	-	19
24b	27b	22
32	35	23
33	36	24**
34	37	25**
35a	38	26
35b	38	27
45	48	28

*Reading Interview items 9-16 are reading-specific as are 20, 21

**Use interview format to record group or class differences

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All alteration mentioned above should be made prior to module 9. You might wish to consult the LAT coordinator as you revise the instruments. During the module 9 session, try to keep LAT revisions to a minimum. Deletion of questions may destroy valuable comparative data.

Finally, none of the instruments measure the match between what is taught and what is tested on the school's standardized achievement test(s). Therefore, the test(s) should be reviewed to determine content-taught/content-tested overlap. Procedures for doing this are provided in the Content Match section of Appendix 9.

Distributing the Interviews and Questionnaires

List all teachers and administrators who should receive the forms. Teachers who have a regular teaching assignment in the subject of concern should receive the teacher form (s). Building administrators and any cooperating district personnel (e.g., assistant superintendent or curriculum specialist) should receive the administrator form.

Staff who do not have a regular teaching responsibility for the subject of concern, but who provide supplementary or remedial instruction, generally will not be able to fully complete either an administrator's form or a teacher's form. A specially created form, made up of items from the teacher and administrator forms, might be best.

If confidentiality of respondents is a concern, forms may be coded. It is very important that any two forms going to the same person be given the same code.

There are instances where data from the reading questionnaire are paired with data from the reading interview. One master list of codes and names can be kept by the linker until the data has been tallied. This will allow the linker to retrieve missing forms or data. Once all data has been secured, the master list can be destroyed.

If individuals other than LAT members are to be interviewed or given questionnaires, the purpose of the data gathering should be explained. This can be done with a memo similar to the attached.

Where both interviews or questionnaires are needed, the linker might distribute the questionnaires a week in advance of the interview. Then the questionnaire can be retrieved by the linker at the time of the interview. Doing this will also give the responding teacher a chance to clarify any questions about the questionnaire.

Some linkers have found it easier to obtain responses from busy administrators by using the administrator form as an interview, even though it is designed to be used as a questionnaire.

SAMPLE MEMO FOR INSTRUMENT DISTRIBUTION

In order to complete the Needs Assessment Phase of the Pennsylvania School Improvement program (PSIP), we need to do an analysis of the programs and methods you use to teach your students. Information we obtain from the program analysis will be related to data generated during the student needs assessment, which allowed us to identify students whose achievement in a specific content area needs to be improved. Relating these two sets of data will help us to answer questions such as: what part of the learning environment should we change to impact achievement? Do we teach the facts with understanding? Is enough time spent with teachers and students? Are students given feedback? Do parents help students?

We are asking you to contribute data to the program analysis by completing the attached reading, mathematics or language arts questionnaires. Your input to the analysis is vital to its success; therefore, we ask that you take time to carefully consider your response to each item. The items are arranged under four constructs: opportunity to learn; motivators for learning; structure (the way the teacher manages); and instructional events (what the teacher and students do in the classroom). Research has shown that factors within these four constructs are important to student achievement.

In about a week I, or another member of the PSIP team, will stop by to retrieve your responses. At that time you will be asked to answer a few questions also related to your program in the three subject areas. At the same time we will be happy to answer any questions you might have about the instruments, individual items on the instruments, or the Pennsylvania School Improvement Program.

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Pennsylvania School
Improvement Program

PROGRAM ANALYSIS

Reading

Teacher Form

Part 1 — Questionnaire

Directions

1. *Complete the identifying information below. Do not put your name on this questionnaire.*
2. *On the following pages, mark your answers according to the directions given in italics after each question.*

a. In which grade(s) do you teach reading? ____________________

b. Name of your school ____________________

c. District name ____________________

2/28/79

Code ____________

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OPPORTUNITY

Items 1 - 7

---

1. How many students are presently enrolled in your reading class? *(Write the number in the blank space.)*...... __________

2. How many students are actually present today in your reading class? *(Write the number in the blank space.)*...... __________

3. Is today's attendance in reading class typical? *(Check one.)*

   _____ A. Yes

   _____ B. No, usually more students are present.

   _____ C. No, usually fewer students are present.

4. During an average week, how often is reading instruction interrupted by fire drills, assemblies, hallway noise, and so on? *(Check one.)*

   _____ A. Never

   _____ B. Less than once a week

   _____ C. 1 or 2 times a week

   _____ D. 3 or 4 times a week

   _____ E. 5 or more times a week

5. How much time will one of your students typically spend in a teacher-directed group reading lesson each day? *(Write the number of minutes in the blank space.)*............ __________

6. How many minutes total in a day do you spend teaching reading? *(Write the number of minutes in the blank space. Enter the sum of all the time spent, not the average spent per group or pupil.)*.. __________

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7. During a reading class, when a student is not in a teacher-directed reading group, what type of activity is a student most likely to be doing? *(Put the number 1 next to the activity that is done most often, a 2 next to the activity done next most often, and so. Leave blank any activities that do not apply.)*

_____ a. Seatwork from a reading workbook

_____ b. Seatwork related to the reading lesson

_____ c. Seatwork from a language arts workbook

_____ d. Seatwork in other subject areas

_____ e. Silent reading in the basal

_____ f. Silent reading in a book or magazine that the student has chosen

_____ g. Other - specify ______________________________

MOTIVATORS

Items 8 - 14

---

8. On the average, how often do your student assignments include the use of the instructional media listed below? *(Put an X in the circle of your choice for each mode of instruction.)*

		Times per week			
	Never	Less than once	1-2 times	3-4 times	5 or more times
a. Basal textbooks	0	-1	1-2	3-4	5+
b. Workbooks or sheets	0	-1	1-2	3-4	5+
c. Books other than basal textbooks	0	-1	1-2	3-4	5+
d. Audiotapes	0	-1	1-2	3-4	5+
e. Filmstrips	0	-1	1-2	3-4	5+
f. Games and puzzles	0	-1	1-2	3-4	5+
g. Flash cards	0	-1	1-2	3-4	5+
h. Manipulatives	0	-1	1-2	3-4	5+
i. Other - specify ______________	0	-1	1-2	3-4	5+

9. After a student completes a reading assignment, how soon, on the average, do you give that student information on the correctness of his/her performance? *(Put an X in the circle of your choice for each type of assignment.)*

	Within a week	Within 2-3 days	Within 24 hours	Within 1-3 hours	Within an hour or less	Within a few minutes
a. Workbook page..............	①	②	③	④	⑤	⑥
b. Practice sheet............	①	②	③	④	⑤	⑥
c. Homework..................	①	②	③	④	⑤	⑥
d. Chapter/unit test.........	①	②	③	④	⑤	⑥
e. Special reading assignment (Specify_________________)	①	②	③	④	⑤	⑥

10. During an average week, how often does each of the following activities occur during reading instruction? *(Put an X in the circle of your choice for each activity.)*

	Times per week				
	Never	Less than once	1-2 times	3-4 times	5 or more times
a. How often are students given an opportunity to manage their own in-class behavior, for example, by getting and returning materials?............	0	-1	1-2	3-4	5+
b. How often do students from one reading level group work with students from another reading level group or help each other out?.................	0	-1	1-2	3-4	5+
c. How often do students assess their own work, for example, by scoring their own papers?...	0	-1	1-2	3-4	5+
d. How often do you have conversations with students about non-school matters, such as their family, pets, hobbies, or personal problems?..........	0	-1	1-2	3-4	5+
e. How often do you have formal or informal meetings with school personnel such as counselors or other teachers to discuss academic or non-academic problems of individual students?...........	0	-1	1-2	3-4	5+

11. What kind of prizes, privileges, or other verbal or nonverbal rewards do you use to encourage good academic work in reading and good classroom behavior and discipline? *(Check all that apply in each column below.)*

	Good academic work	Good classroom behavior
a. Oral praise to the student....................	______	______
b. Written comments to the student................	______	______
c. Tangible rewards such as stars, candy, certificates, or other items....................	______	______
d. Giving the student free time...................	______	______
e. Excusing the student from assignments...........	______	______
f. Letting the student select some special activity	______	______
g. Displaying student work.........................	______	______
h. Writing a note to the student's parents.........	______	______

12. What other kinds of rewards do you use to encourage good academic work in reading and good classroom behavior and discipline? *(Write a brief answer on the lines below. Be sure to indicate if these rewards are used to encourage good academic work or good behavior or both.)*

	Good academic work	Good classroom behavior
________________________________	______	______
________________________________	______	______
________________________________	______	______

13. What kinds of things do you do to reprimand or punish students for poor academic performance and inappropriate classroom behavior and discipline? *(Check all that apply in each column below.)*

	Poor academic work	Poor classroom behavior
a. Write a note to the student's parents...........	____	____
b. Send the student to the office..................	____	____
c. Separate the student from the class group (e.g., within the classroom or coat closet, or outside the door)......................................	____	____
d. Give the student extra work......................	____	____
e. Take away privileges such as recess.............	____	____
f. Physical restraint................................	____	____
g. Oral reprimand....................................	____	____
h. Nonverbal signals such as eye contact or a frown.	____	____

14. What other kinds of things do you do to reprimand or punish students for poor academic performance and inappropriate classroom behavior and discipline? *(Write a brief answer on the lines below. Be sure to indicate if these actions are used to reprimand poor academic work or poor classroom behavior or both.)*

	Poor academic work	Poor classroom behavior
____	____	____
____	____	____
____	____	____

STRUCTURE

Items 15 - 30

15. In the daily planning for your reading classes, what sources do you follow? *(Put the number 1 next to the source you use most often, a 2 next to the source you use next most often, and so on. Leave blank any sources you do not use.)*

_____ a. Basal reader teacher's manual

_____ b. A school reading guide

_____ c. A school district reading guide

_____ d. Your own reading plan

_____ e. Other - specify ______________________

16. Listed below are some possible sources of objectives for teaching reading. Which of them do you use as a source of reading objectives? *(Put the number 1 next to the source you use most often, a 2 next to the source you use next most often, and so on. Leave blank any sources you do not use.)*

_____ a. Objectives from basal reader manuals

_____ b. A set of school district objectives

_____ c. A set of objectives used primarily in your school

_____ d. Objectives that you, or another teacher, devised

_____ e. Objectives from some other source - specify the source ______________________

_____ f. I do not use a list of reading objectives.

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17. What techniques do you use to make students aware of specific instructional objectives they are to master in reading? *(Put the number 1 next to the method you use most often, a 2 next to the method you use next most often, and so on. Leave blank any methods you do not use.)*

_____ a. Point out the objectives in the text

_____ b. Begin the lesson by giving an example of what is to be learned

_____ c. Begin the lesson by stating and explaining the objectives to be learned

_____ d. Do not make the students aware of the objectives directly

_____ e. Other - specify ________________________________

18. At the beginning of the school year, how do you decide where a student in your class should start in reading? *(Put the number 1 next to the method you use most often, a 2 next to the method you use next most often, and so on. Leave blank any methods you do not use.)*

_____ a. By starting at the beginning of the text or series

_____ b. By the results of a standardized test

_____ c. By the results of a placement test that comes with the basal text or series

_____ d. By the results of a test that you developed

_____ e. From the placement of a student at the end of the previous school year

_____ f. Other - specify ________________________________

19. Does the basal text or series that you use contain a placement test for placing students in reading materials? *(Check one and follow the indicated direction.)*

_____ A. Yes....................*Go to Item 20.*

_____ B. No.....................*Skip Item 20. Go to Item 21.*

_____ C. Don't know............*Skip Item 20. Go to Item 21.*

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20. How easy is it to use the results of the basal placement test to match students and reading materials? *(Check one.)*

_____ A. Usually very easy

_____ B. Fairly easy

_____ C. Fairly difficult

_____ D. Usually very difficult

21. On the average, how frequently are your students formally tested for mastery of reading skills? *(Check one.)*

_____ A. Never

_____ B. Less than once a week

_____ C. 1 or 2 times a week

_____ D. 3 or 4 times a week

_____ E. 5 or more times a week

22. How do you assess student mastery of specific reading skills? *(Put the number 1 next to the method you use most often, a 2 next to the method you use next most often, and so on. Leave blank any methods you do not use.)*

_____ a. Your own informal judgment

_____ b. By the results of an assessment test that comes with the basal text or series

_____ c. By the results of a test that you developed

_____ d. Other - specify ______________________________

23. How are the results of such mastery tests used? *(Check all that apply.)*

_____ a. For grading

_____ b. For assessing mastery

_____ c. For diagnosis or placement

_____ d. For assigning specific materials to students

_____ e. Other - specify ______________________________

24. What methods are used to record student mastery so that such information can be used by other teachers or staff members? *(Check all that apply.)*

_____ a. Commercial skills checklists or student profiles

_____ b. School or district skills checklists or profiles

_____ c. Formal or informal teacher conferences

_____ d. Teacher grade books

_____ e. Folders of student work

_____ f. None

_____ g. Other - specify ______________________________

25. Do you find that such records are generally accurate and helpful to you in placing students? *(Check one.)*

_____ A. Yes, both accurate and helpful

_____ B. Usually accurate but not very helpful

_____ C. Neither accurate nor helpful

26. If a student does not pass a reading test...
    a. What do the reading materials suggest that you should do?
    b. What procedures do you actually use?

(Check all that apply in both columns below.)

	Suggested for use	Actually used
a. Tutor the student........................	_____	_____
b. Give special work........................	_____	_____
c. Continue.................................	_____	_____
d. Give extra homework......................	_____	_____
e. Repeat the materials covered.............	_____	_____
f. Other - specify ____________________	_____	_____

27. Do you ever regroup your students in reading class, i.e., do you make what you feel will be permanent changes from one reading level group to another within your class? *(Check one and follow the indicated direction.)*

_____ A. Yes..........*Go to Item 28.*

_____ B. No...........*Skip Item 28. Go to Item 29.*

28. On what basis do you make the decision to regroup a student? *(Put the number 1 next to the basis you use most often, a 2 next to the basis you use next most often, and so on. Leave blank any basis you do not use.)*

_____ a. Teacher judgment

_____ b. Teacher diagnosis

_____ c. Curriculum test

_____ d. Staff consultation

_____ e. Other - specify ____________________

29. When students have completed a unit or chapter, how do you decide what unit or chapter should be worked on next? *(Put the number 1 next to the method you use most often, a 2 next to the method you use next most often, and so on. Leave blank any methods you do not use.)*

_____ a. By following the sequence recommended by the district curriculum

_____ b. By following the sequence of the basal text or series

_____ c. By following a sequence you developed based on the school/district or textbook sequence

_____ d. By following a sequence you developed entirely on your own

_____ e. Other - specify ____________________

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30. How familiar are you with the reading programs in use in other grades? *(Check one.)*

_____ A. Completely familiar

_____ B. Mostly familiar

_____ C. Somewhat familiar

_____ D. Mostly unfamiliar

_____ E. Completely unfamiliar

INSTRUCTIONAL EVENTS

Items 31 - 36

31. During an average week, how often does each of the following activities occur in your reading instruction? *(Put an X in the circle of your choice for each activity.)*

	Never	Times per week			
		Less than once	1-2 times	3-4 times	5 or more times
a. How often do you work with students outside of reading class on reading skills with which they are having difficulty?	0	-1	1-2	3-4	5+
b. How often do you read aloud to your students?	0	-1	1-2	3-4	5+

32. Approximately how much of your total instructional time during reading class is spent working with the entire class, small groups of students, and individual students? *(Write the percentage on the lines below. Be sure that the figures add up to 100%.)*

% of total instruction time

a. Entire class............. ______ %

b. Small groups............. ______ %

c. Individual students...... ______ %

Total............. 100 %

33. How much of a problem are disruptive behaviors in your reading class? *(Check one.)*

_____ A. Major problem

_____ B. Minor problem

_____ C. No problem

34. On the average, during a typical reading class, how often do disruptive student activities interfere with your instruction? *(Check one.)*

_____ A. Never

_____ B. Less than once per class

_____ C. 1 or 2 times per class

_____ D. 3 or 4 times per class

_____ E. 5 or more times per class

35. On the average, during a typical week, how often do you use aides or assistants (such as assistant teachers, student teachers, or parent volunteers) to help you during reading class? *(Check one and follow the indicated directions.)*

_____ A. Never......................*Skip Item 36. Go to Item 37.*

_____ B. Less than once a week

_____ C. 1 or 2 times a week

_____ D. 3 or 4 times a week

_____ E. 5 or more times a week

} ....*Answer Item 36.*

36. What types of tasks do you assign to such aides or assistants? *(Put the number 1 next to the task you assign most often, a 2 next to the task you assign next most often, and so on. Leave blank any tasks you do not have aides perform.)*

_____ a. Scoring student work

_____ b. Reading to students

_____ c. Helping students with their work

_____ d. Leading small group lessons

_____ e. Testing students

_____ f. Keeping records

_____ g. Duplicating, filing, and typing materials (e.g., dittos)

_____ h. Other - specify ______________________________

TEACHER PERCEPTIONS

Item 37

37. Listed below are some possible topics for inservice programs or workshops. Which ones would be most useful to you in your teaching of reading? *(Put an X in the circle of your choice for each topic.)*

		Not Useful	Useful	Very Useful
a.	Use and interpretation of standardized test results to plan teaching....................	①	②	③
b.	Diagnosis of specific reading problems........	①	②	③
c.	Remediation of specific reading problems.....	①	②	③
d.	Content review of material and organization of basal series..............................	①	②	③
e.	How to integrate existing supplementary materials into your curriculum and how to manage their use in the classroom...........	①	②	③
f.	Pennsylvania comprehensive reading plan......	①	②	③
g.	Reading research findings....................	①	②	③
h.	How to manage small group instruction........	①	②	③
i.	How to individualize instruction.............	①	②	③
j.	Comprehension................................	①	②	③
k.	Study skills.................................	①	②	③
l.	Methods of teaching reading in the content areas..	①	②	③
m.	Children's literature........................	①	②	③
n.	Parent involvement in reading programs.......	①	②	③
o.	Other - specify ______________________________	①	②	③

Pennsylvania School Improvement Program

PROGRAM ANALYSIS

Reading

Teacher Form
Part 2 - Interview

Directions to Interviewer

1. *Complete the identifying information below. Record the code number assigned to this teacher, but not the teacher's name.*

2. *At the beginning of each item, read aloud to the teacher the words in regular type. You may explain the question further if the teacher needs additional clarification. Do* ***not*** *read aloud the words in italics, as these instructions are only for your information.*

a. Interviewer's name ______________________

b. In which grades does this teacher teach reading? ______________

c. Name of school where teacher works ______________________

d. District name ______________________

2/28/79

Code_____

OPPORTUNITY

Items 1 - 16

1. This interview concerns your reading classes and the reading level groups within these classes. For each question I will ask, you may have a different response for each class and level. For example, if you had two classes and three reading levels within each class (high, middle, and low), you might have six responses to each question, one for each level and class.

First, let's be sure we have your classes and levels correctly listed. Describe each reading level group in terms of its grade, its class period, its reading level, the number of students in each reading level group, and any other information that might be useful in identifying the reading level groups.

(On the next page, write the appropriate identifying information for each reading level group. As a minimum, include the number of students, their grade level, their class period [if any], and their reading ability or achievement level. Include any other information that may be useful to distinguish among the groups. Remember, the "Group ID" at the left will be used for the remainder of this interview to designate each reading level group.)

Item 1 (Continued)

Group ID	Number of students in group	Reading level group description (grade, class, reading level, and other information as appropriate)
A		
B		
C		
D		
E		
F		

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2. Are there any students in your reading classes who regularly receive additional reading instruction from a special reading teacher? *(Check one and follow the indicated direction.)*

_____ A. Yes...... *Go to Item 3.*

_____ B. No....... *Skip Item 3. Go to Item 4.*

3. How many students in each reading level group receive such additional instruction? About how many minutes of such instruction does an individual student receive each week? *(List the teacher's responses below.)*

Group ID	Number of students receiving special instruction	Number of minutes of instruction per week per individual (average)
A		
B		
C		
D		
E		
F		

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4. On the average, how many minutes of reading seatwork do you assign each day to each reading level group to be done outside of the time you actually spend teaching reading? *(Write the number of minutes.)*

Group ID	Minutes per day (average)
A	
B	
C	
D	
E	
F	

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5. For each reading level group...

a. Do you assign reading homework? *(Yes or No)*

b. Does this homework include incompleted seatwork? *(Yes or No)*

c. How many times each week do you assign reading homework? ______________________

d. What is a typical homework assignment? ______________________

(Put an X in the circle that represents the teacher's response for each group. Write a brief description of the assignments for each group.)

Group ID	Do you assign reading homework?	Does this include incompleted seatwork?	Number of times each week	Typical assignment for this group
A	Ⓨ Ⓝ	Ⓨ Ⓝ	______	______________________
B	Ⓨ Ⓝ	Ⓨ Ⓝ	______	______________________
C	Ⓨ Ⓝ	Ⓨ Ⓝ	______	______________________
D	Ⓨ Ⓝ	Ⓨ Ⓝ	______	______________________
E	Ⓨ Ⓝ	Ⓨ Ⓝ	______	______________________
F	Ⓨ Ⓝ	Ⓨ Ⓝ	______	______________________

6. For each reading level group, what is the basic curriculum or text series you actually use in the teaching of reading? What is the level of each of these basal readers?
(Give both the title and publisher for each text, and the level of each reader. Write the teacher's responses below.)

	Title of reader	Publisher	Level of reader	Do you expect this group to complete this book by the end of the year?	Have you taught using this basal previously?
A				Yes No	Yes No
B				Yes No	Yes No
C				Yes No	Yes No
D				Yes No	Yes No
E				Yes No	Yes No
F				Yes No	Yes No

7. In addition to the student basal text mentioned in the previous question, what other basal text series materials do you or your students use in reading for each reading level group? Such materials might include, for example, student workbooks, student dittos, mastery tests, student profile cards, teacher manuals, supplementary readers, and scope and sequence.

(Write the title and publisher, or other descriptive information, on the lines below.)

Group ID	Title, publisher, or other information
A	
B	
C	
D	
E	
F	

8. In addition to the basal series materials, what supplementary materials do you use in teaching reading for the reading level groups?
(Write the title and publisher, or other descriptive information, on the lines below.)

Group ID	Title, publisher, or other descriptive information
A	
B	
C	
D	
E	
F	

9. During an average week, how often do students within each of your reading groups have an opportunity to hear, read, or see enacted a literary selection (prose, poetry, or drama) from a source other than a basal text?
(Put an X in the circle that best represents the teacher's response for each reading level group.)

	Times per week				
Group ID	Never	Less than once	1-2 times	3-4 times	5 or more times
A	0	-1	1-2	3-4	5+
B	0	-1	1-2	3-4	5+
C	0	-1	1-2	3-4	5+
D	0	-1	1-2	3-4	5+
E	0	-1	1-2	3-4	5+
F	0	-1	1-2	3-4	5+

10. During an average week, how often do students in your reading classes have an opportunity to respond (by considering feelings evoked, literal and inferential meanings, or evaluating) to literature through discussion, role playing, composition, or informal dramatization? *(Put an X in the circle that best represents the teacher's response for each reading level group.)*

	Times per week				
Group ID	Never	Less than once	1-2 times	3-4 times	5 or more times
A	0	-1	1-2	3-4	5+
B	0	-1	1-2	3-4	5+
C	0	-1	1-2	3-4	5+
D	0	-1	1-2	3-4	5+
E	0	-1	1-2	3-4	5+
F	0	-1	1-2	3-4	5+

11. During an average week, how often do you provide time specifically for students within each of your reading groups to select from an assortment of books and periodicals and read them in school without interruption? *(Put an X in the circle that best represents the teacher's response for each reading group.)*

		Times per week			
Group ID	Never	Less than once	1-2 times	3-4 times	5 or more times
A	○ 0	○ -1	○ 1-2	○ 3-4	○ 5+
B	○ 0	○ -1	○ 1-2	○ 3-4	○ 5+
C	○ 0	○ -1	○ 1-2	○ 3-4	○ 5+
D	○ 0	○ -1	○ 1-2	○ 3-4	○ 5+
E	○ 0	○ -1	○ 1-2	○ 3-4	○ 5+
F	○ 0	○ -1	○ 1-2	○ 3-4	○ 5+

12. If in item 11 you have put an X on a number other than 0, how many minutes per session are set aside for this activity?
(If only 0's were X'd in item 11, skip to item 13.)

Group ID	Number of minutes
A	__________
B	__________
C	__________
D	__________
E	__________
F	__________

13. Do you have a classroom library? *(Check one and follow the indicated directions.)*

______ A. Yes...... *Answer Item 14.*

______ B. No....... *Skip Item 14. Go to Item 15.*

14. Are the books in your classroom library collection exchanged, circulated, or rotated to increase the variety of titles that are available throughout the year? If yes, how often?
(Check one. Complete the blank if you check YES.)

______ A. Yes, the collection is changed every ______________
____

______ B. No, the collection is not changed.

15. During an average week, how often do students within each of your reading groups have an opportunity to read aloud their compositons to another student? *(Put an X in the circle that best represents the teacher's response for each reading level group.)*

	Times per week				
Group ID	Never	Less than once	1-2 times	3-4 times	5 or more times
A	0	-1	1-2	3-4	5+
B	0	-1	1-2	3-4	5+
C	0	-1	1-2	3-4	5+
D	0	-1	1-2	3-4	5+
E	0	-1	1-2	3-4	5+
F	0	-1	1-2	3-4	5+

16. During an average week, how often do students within each of your reading groups have an opportunity to read aloud to a younger student or a student on a lower reading level? *(Put an X in the circle that best represents the teacher's response for each reading level group.)*

	Times per week				
Group ID	Never	Less than once	1-2 times	3-4 times	5 or more times
A	0	-1	1-2	3-4	5+
B	0	-1	1-2	3-4	5+
C	0	-1	1-2	3-4	5+
D	0	-1	1-2	3-4	5+
E	0	-1	1-2	3-4	5+
F	0	-1	1-2	3-4	5+

MOTIVATORS

Items 17 - 22

17. How interesting are the basals for each reading level group? *(Put an X in the circle that best represents the teacher's response for each group.)*

Group ID	Very uninteresting	Somewhat uninteresting	OK	Somewhat interesting	Very interesting
A	①	②	③	④	⑤
B	①	②	③	④	⑤
C	①	②	③	④	⑤
D	①	②	③	④	⑤
E	①	②	③	④	⑤
F	①	②	③	④	⑤

18. How interesting are the workbooks for each reading level? *(Put an X in the circle that best represents the teacher's response for each group.)*

Group ID	Very uninteresting	Somewhat uninteresting	OK	Somewhat interesting	Very interesting
A	①	②	③	④	⑤
B	①	②	③	④	⑤
C	①	②	③	④	⑤
D	①	②	③	④	⑤
E	①	②	③	④	⑤
F	①	②	③	④	⑤

19. How interesting are the supplementary reading materials for each of your reading level groups? *(Put an X in the circle that best represents the teacher's response for each group.)*

Group ID	Very uninteresting	Somewhat uninteresting	OK	Somewhat interesting	Very interesting
A	①	②	③	④	⑤
B	①	②	③	④	⑤
C	①	②	③	④	⑤
D	①	②	③	④	⑤
E	①	②	③	④	⑤
F	①	②	③	④	⑤

20. How interesting are the classroom library books for each of your reading level groups? *(Put an X in the circle that best represents the teacher's response for each group.)*

Group ID	Very uninteresting	Somewhat uninteresting	OK	Somewhat interesting	Very interesting
A	①	②	③	④	⑤
B	①	②	③	④	⑤
C	①	②	③	④	⑤
D	①	②	③	④	⑤
E	①	②	③	④	⑤
F	①	②	③	④	⑤

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21. How interesting are the school library books for each of your reading level groups? *(Put an X in the circle that best represents the teacher's response for each group.)*

1. Very uninteresting
2. Somewhat uninteresting
3. OK
4. Somewhat interesting
5. Very interesting

Group ID	Very Uninteresting				Very Interesting
A	①	②	③	④	⑤
B	①	②	③	④	⑤
C	①	②	③	④	⑤
D	①	②	③	④	⑤
E	①	②	③	④	⑤
F	①	②	③	④	⑤

22. During an average week, how often do students within each reading level group have an opportunity to help each other on assignments or work together in some way? *(Put an X in the circle that best represents the teacher's response for each reading level group.)*

		Times per week			
Group ID	Never	Less than once	1-2 times	3-4 times	5 or more times
A	0	-1	1-2	3-4	5+
B	0	-1	1-2	3-4	5+
C	0	-1	1-2	3-4	5+
D	0	-1	1-2	3-4	5+
E	0	-1	1-2	3-4	5+
F	0	-1	1-2	3-4	5+

STRUCTURE

Items 23 - 29

23. How frequently do you add or delete objectives included in the reading curriculum for each reading level group? *(Put an X in the circle that best represents the teacher's response for each reading level group.)*

			Times per week		
Group ID	Never	Less than once	1-2 times	3-4 times	5 or more times
A	0	-1	1-2	3-4	5+
B	0	-1	1-2	3-4	5+
C	0	-1	1-2	3-4	5+
D	0	-1	1-2	3-4	5+
E	0	-1	1-2	3-4	5+
F	0	-1	1-2	3-4	5+

24. With respect to your reading curriculum...

a. Do you cover all the units in order? *(Check one and follow the indicated directions.)*

_____ A. Yes...*Skip the rest of this item. Go to Item 25.*

_____ B. No....*Answer the remaining parts of this item.*

b. What units do you skip? *(Write the teacher's response below.)*

____

____

____

c. Which units do you emphasize less than others? *(Write the teacher's response below.)*

____

____

____

d. Which units do you reorder? *(Write the teacher's response below.)*

____

____

____

25. With respect to your reading curriculum...

a. Which units need supplementary materials the most? *(Write the teacher's response below.)*

____

____

____

b. Why do these units need supplementary materials? *(Check all that apply based on the teacher's response.)*

_____ A. The units are taught poorly in the curriculum.

_____ B. The units do not give students enough practice.

_____ C. Other - specify ____________________________

____

26. How appropriate are the basal reading materials for meeting the needs of students in your reading level groups. *(Put an X in the circle that best represents the teacher's response for each group.)*

Group ID	Entirely inappropriate	Mostly inappropriate	Somewhat appropriate	Mostly appropriate	Entirely appropriate
A	①	②	③	④	⑤
B	①	②	③	④	⑤
C	①	②	③	④	⑤
D	①	②	③	④	⑤
E	①	②	③	④	⑤
F	①	②	③	④	⑤

27. How appropriate are the existing supplementary materials in reading for meeting the needs of students in your reading level groups? *(Put an X in the circle that best represents the teacher's response for each group.)*

Group ID	Entirely inappropriate	Mostly inappropriate	Somewhat appropriate	Mostly appropriate	Entirely appropriate
A	①	②	③	④	⑤
B	①	②	③	④	⑤
C	①	②	③	④	⑤
D	①	②	③	④	⑤
E	①	②	③	④	⑤
F	①	②	③	④	⑤

28. Within each of your reading level groups, are student assignments mostly the same for all the students or do they tend to be more individualized for each student's needs? *(Put an X in the circle that best respresents the teacher's response for each group.)*

Group ID	All assignments are the same.	Most are the same.	Several of the assignments are individualized.	All assignments are individualized.
A	①	②	③	④
B	①	②	③	④
C	①	②	③	④
D	①	②	③	④
E	①	②	③	④
F	①	②	③	④

29. Over the last two months...

a. What is the largest number of skills, units, or stories completed by a student in each of your reading level groups?

b. What is the smallest number of skills, units, or stories completed by a student in each of your reading level groups?

(Write the appropriate numbers in the spaces below for each group, and circle appropriate descriptor.)

Group ID	Largest number completed	Smallest number completed	Descriptor Skills	 Units	 Stories
A	______	______		______	
B	______	______		______	
C	______	______		______	
D	______	______		______	
E	______	______		______	
F	______	______		______	

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Pennsylvania School Improvement Program

PROGRAM ANALYSIS

Reading

Administrator Form

Directions

1. *Complete the identifying information below.*
   Do not put your name on this questionnaire.

2. *On the following pages, mark your answers according to the directions given in italics after each question.*

a. What is your position title? ______________________________

b. Name of your school (if applicable) ______________________________

c. District name ______________________________

2/28/79

Code ______________

OPPORTUNITY

Items 1 - 19

1. So far during the school year, how many children have transferred into and out of your school? *(Write the numbers in the blank spaces.)*

   a. Number transferred in...... ________

   b. Number transferred out..... ________

2. How many __student__ days are in a school year? *(In figuring this, exclude inservice days and other days that only the administrative staff or teachers spend in school. Write the number of days in the blank below.)*

   Number of days.............. ________

3. At what times do the following normally happen in a school day in your school? *(Write the time in the blank spaces.)*

   a. Students arrive at school............ ________

   b. Classes begin........................ ________

   c. Students are dismissed for the day... ________

4. How many minutes are scheduled for recess and lunch period for a typical student each day in your school? *(Write the number of minutes in the blank spaces.)*

   a. Recess...................... ________

   b. Lunch....................... ________

5. On the average, during a typical month, how many school days are shortened or canceled due to late starts, early dismissals, snow emergencies, and so on? *(Check one.)*

______ A. None

______ B. Less than one day

______ C. 1 or 2 days

______ D. 3 or 4 days

______ E. 5 or more days

6. How many minutes are scheduled each day for a typical student for reading or reading-related instruction? *(Write the number of minutes in the blank spaces. Modify the list if the school extends beyond Grade 6.)*

a. Kindergarten .... ________

b. Grade 1 .... ________

c. Grades 2 & 3 .... ________

d. Grades 4-6 .... ________

7. What is (are) the principal basal reading series used in your school? In what grades (or reading level groups) are these used? *(Write your answers on the lines below.)*

Title	Publisher	Grade (or reading level group)

8. What standardized tests are used in your school to measure overall achievement in reading? In what grades are these tests administered? *(For each test that you use, write the grade levels in which the test is given in the blank space following the test name.)*

	Grades in which test is given
a. California Achievement Test (CAT)..................	________
b. Comprehensive Tests of Basic Skills (CTBS).........	________
c. Iowa Test of Basic Skills (ITBS)	________
d. Metropolitan Achievement Test (MAT)	________
e. SRA Achievement Tests	________
f. Sequential Tests of Educational Progress (STEP).....	________
h. Wide Range Achievement Test (WRAT)	________
i. Other - specify ______________________________	________

9. During what months of this school year is this test administered to classes in your school? *(Check all that apply. Identify the test given in each month by referencing the items checked in Number 8 above. If you administer more than one of the tests listed in the above item, be sure to indicate during which months which tests are given.)*

______ a. September
______ b. October
______ c. November
______ d. December
______ e. January
______ f. February
______ g. March
______ h. April
______ i. May
______ j. June

10. Does your school or school district set guidelines for reading teachers that suggest that they conduct the following activities on a regular basis? *(Put an X in the circle of your choice for each activity.)*

	YES, school guidelines	YES, district guidelines	NO	Don't know
a. Read aloud to their students from a variety of sources..........	sch	dis	no	dk
b. Schedule periods for student sustained silent reading	sch	dis	no	dk

11. Has your school or school district provided staff training to increase teachers' skills and awareness of methods and materials that can be used to elicit responses from students to a variety of forms of literature? *(Check one.)*

_____ A. Yes

_____ B. No

12. If you answered "yes" to the previous item, describe such training below. Also describe below any such training that you plan to do but have not yet done.

____

____

____

13. How frequently do each of the following individuals visit classrooms in your school and read aloud to students? *(Put an X in the circle of your choice.)*

	Regularly	Occasionally	Never
a. School principal	reg	occ	nev
b. Assistant principal	reg	occ	nev
c. Reading specialist	reg	occ	nev
d. School librarian	reg	occ	nev

14. Does your school have a school library or is it visited regularly by a bookmobile? *(Check all that apply and follow the indicated direction.)*

______ a. Yes, our school has its own library..... *Answer Item 15.*

______ b. Yes, our school is visited regularly by a bookmobile .... *Answer Item 15.*

______ c. No, our school has neither a library nor regular bookmobile visits........... *Skip Item 15. Go to Item 16.*

15. How are these library or bookmobile facilities scheduled for student use? *(Put an X in the circle of your choice for both primary and intermediate grades for each question.)*

	Primary		Intermediate	
a. The facilities are open and available for student use before school opens	○ yes	○ no	○ yes	○ no
b. The facilities are open and available for student use after school closes.......	○ yes	○ no	○ yes	○ no
c. Students can come to the library facilities on an individual basis during the school day	○ yes	○ no	○ yes	○ no
d. Classes have scheduled periods when they come to the library facilities as a group	○ yes	○ no	○ yes	○ no
e. Other methods of use - specify ________ ______________________________	○ yes	○ no	○ yes	○ no

16. Does your school, school PTA or PTO, or other group sponsor an annual book fair, book auction, or book swap? *(Check one and follow the indicated direction.)*

______ A. Yes......*Answer Item 17.*

______ B. No.......*Skip Item 17. Go to Item 18.*

17. Write a brief description of the book fair, book auction, or book swap on the lines below.

____

____

____

18. Does your school or school district sponsor any program that encourages or trains parents to read to their children and stimulate discussion with them? *(Check one and follow the indicated direction.)*

_____ A. Yes..... *Answer Item 19.*

_____ B. No...... *Skip Item 19. Go to Item 20.*

19. Write a brief description of this program on the lines below.

____

____

____

STRUCTURE

Items 20 - 22

20. How do you and your staff use the results from the standardized tests in teaching reading? *(Check as many as apply.)*

_____ a. Diagnosing areas of student strength and weakness

_____ b. Identifying remedial students

_____ c. Assigning personnel (such as aides)

_____ d. Ordering materials

_____ e. Other - specify ______________________________

21. What methods do you use to record or report student reading achievement so that such information can be used by teachers from one grade to the next? *(Check all that apply.)*

_____ a. Commerical skills checklists or student profiles

_____ b. School or district skills checklists or profiles

_____ c. Formal or informal teacher conferences

_____ d. Teacher grade books

_____ e. Folders of student work

_____ f. None

_____ g. Other - specify ______________________________

22. Is there an overall plan that specifies the reading skills to be taught at each grade or developmental level in your school? *(Check one.)*

_____ a. Yes

_____ b. No

_____ c. Not sure

ADMINISTRATOR PERCEPTIONS

Items 23 - 24

23. In general, how well prepared are the reading teachers in this school for teaching the materials covered in their reading classes? *(Check one.)*

______ A. Extremely well prepared

______ B. Very well prepared

______ C. Fairly well prepared

______ D. Somewhat poorly prepared

______ E. Very poorly prepared

24. Listed below are some possible topics for inservice programs or workshops for teachers. Which ones would be most useful to your teaching staff in their teaching of reading? *(Put an X in the circle of your choice for each topic.)*

	Not useful	Useful	Very useful
a. Use and interpretation of standardized test results to plan teaching	①	②	③
b. Diagnosis of specific reading problems.......	①	②	③
c. Remediation of specific reading problems.....	①	②	③
d. Content review of material and organization of basal series............................	①	②	③
e. How to integrate existing supplementary materials into your curriculum and how to manage their use in the classroom...........	①	②	③
f. Pennsylvania Comprehensive Reading Plan......	①	②	③
g. Reading research findings..................	①	②	③
h. How to manage small group instruction.........	①	②	③
i. How to individualize instruction.............	①	②	③
j. Comprehension................................	①	②	③
k. Study skills.................................	①	②	③
l. Methods of teaching reading in the content areas.....................................	①	②	③
m. Children's literature........................	①	②	③
n. Parent involvement in reading programs........	①	②	③
o. Other - specify________________________________ ______________________________________	①	②	③

Pennsylvania School Improvement Program

PROGRAM ANALYSIS

Mathematics

Teacher Form

Directions

1. *Complete the identifying information below. Do not put your name on this questionnaire.*
2. *On the following pages, mark your answers according to the directions given in italics after each question.*

a. In what grades do you teach math? ______________________

b. Name of your school ______________________

c. District name ______________________

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OPPORTUNITY

Items 1 - 20

1. With respect to the students assigned to your math class....

   a. Are they assigned so that the class has a somewhat uniform ability in math? *(Check one and follow the indicated direction.)*

      ______ A. Yes....*Answer the remaining part of this item.*

      ______ B. No.....*Skip the remaining part of this item.*

   b. If the students in your class have somewhat uniform abilities, what is their ability level? *(Check one.)*

      ______ A. High ability

      ______ B. Average ability

      ______ C. Low ability

2. How many students are presently enrolled in your math class? *(Write the number in the blank space.)*............ ________

3. How many students are actually present today in your math class? *(Write the number in the blank space.)*......... ________

4. Is today's attendance in math class typical? *(Check one.)*

   ______A. Yes

   ______B. No, usually more students are present.

   ______C. No, usually fewer students are present.

5. During an average week, how often is math instruction interrupted by fire drills, assemblies, hallway noise, and so on? *(Check one.)*

   ______A. Never

   ______B. Less than once a week

   ______C. 1 or 2 times a week

   ______D. 3 or 4 times a week

   ______E. 5 or more times a week

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6. How much time will one of your students typically spend each day in a teacher-directed group math lesson? *(Write the number of minutes in the blank space.)*.......... ________

7. How many minutes total in a day do you spend teaching math? *(Write the number of minutes in the blank space.)*.......... ________

8. Are there any students in your math class who regularly receive additional math instruction from a special math teacher? *(Check one and follow the indicated direction.)*

    ____ A. Yes.........*Go to Item 9.*

    ____ B. No..........*Skip Item 9. Go to Item 10.*

9. With respect to such additional math instruction from a special teacher...

    a. About how many students in your math class receive such instruction? *(Write the number in the blank space.)*................ ________

    b. About how many minutes of such instruction does an individual student receive each week, on the average? *(Write the number in the blank space.)*................ ________

10. On the average, how many minutes of math seatwork do you assign each day to your math class to be done outside of the time you actually spend teaching math? *(Write the number of minutes in the blank space.)*...................................... ________

11. During a math class, when a student is not in a teacher-directed math group, what type of activity is a student most likely to be doing? *(Put the number 1 next to the activity you use most often, a 2 next to the activity you use next most often, and so on. Leave blank any activities you do not use.)*

    ____ a. Lesson-related math seatwork

    ____ b. Starting lesson-related math homework

    ____ c. Drill and practice of basic facts or review drill on all algorithms

    ____ d. Seatwork in other subject areas

    ____ e. Other - specify ______________________

12. Do you assign math homework? *(Check one and follow the indicated direction.)*

______ A. Yes....*Answer Items 13 and 14.*

______ B. No.....*Skip Items 13 and 14. Go to Item 15.*

13. How many times per week do you assign homework?

______ a. Once a week

______ b. Twice a week

______ c. Three times a week

______ d. Four times a week

______ e. Five times a week

14. What is a typical math homework assignment? *(Put the number 1 next to the assignment you give most often, and 2 next to the assignment you give next most often, and so on. Leave blank any assignment you do not give.)*

______ a. Drill on basic facts or operations

______ b. Review of earlier lessons

______ c. Practice on today's lesson

______ d. Incompleted seatwork

______ e. Other - specify ______________________________

15. What is the basic curriculum or text series you actually use in the teaching of math? *(Write the complete title and the publisher on the line below.)*

Title   Publisher

____

16. Have you used this text in the past?

______ A. Yes....*Go to Item 17. Skip Item 18.*

______ B. No.....*Skip Item 17. Go to Item 18.*

17. How far did you get in the text by the end of the school year? *(Enter the page or chapter.)* ______________________________

18. What page of the text is today's lesson based upon? *(Enter today's page and date, and total number of pages in the book.)*

Page ________ on ____________________
(date)

Total number of pages in the text ________

19. In addition to the student basal text, what other basal text series materials (e.g., student workbook, student dittos, mastery tests, student profile cards, teacher's manual, supplementary aids, scope and sequence) do you or your students use in math? *(Write the title and publisher, or other information, on the lines below.)*

Title, publisher, or other description

____

____

____

____

20. In addition to the basal series materials, what supplementary materials do you use in teaching math? *(Write the title and publisher, or other descriptive information, on the lines below.)*

Title, publisher, or other description

____

____

____

____

MOTIVATORS

Items 21 - 28

21. On the average, how often do your student assignments include the use of the instructional media listed below? *(Put an X in the circle of your choice for each mode of instruction.)*

	Times per week				
	Never	Less than once	1-2 times	3-4 times	5 or more times
a. Math textbooks..............	0	-1	1-2	3-4	5+
b. Workbooks or worksheets......	0	-1	1-2	3-4	5+
c. Books other than textbooks...	0	-1	1-2	3-4	5+
d. Audiotapes..................	0	-1	1-2	3-4	5+
e. Filmstrips..................	0	-1	1-2	3-4	5+
f. Games and puzzles...........	0	-1	1-2	3-4	5+
g. Flash cards.................	0	-1	1-2	3-4	5+
h. Manipulatives...............	0	-1	1-2	3-4	5+
i. Other - specify.............	0	-1	1-2	3-4	5+

22. After a student completes a math assignment, how soon, on the average, do you give that student information on the correctness of his/her performance? *(Put an X in the circle of your choice for each type of assignment.)*

	Within a week	Within 2-3 days	Within 24 hours	Within 1-3 hours	Within an hour or less	Within a few minutes
a. Drill sheet.............	①	②	③	④	⑤	⑥
b. Homework................	①	②	③	④	⑤	⑥
c. Chapter or unit tests....	①	②	③	④	⑤	⑥
d. Special math assignment..	①	②	③	④	⑤	⑥

(Specify________________

________________________)

23. In general, how interesting to the students are the math books and materials listed below? *(Put an X in the circle of your choice. Use the scale given below.)*

1 = Very uninteresting
2 = Somewhat uninteresting
3 = OK
4 = Somewhat interesting
5 = Very interesting

	Very uninteresting				Very interesting
a. Basic math textbooks....	①	②	③	④	⑤
b. Workbooks (if used).....	①	②	③	④	⑤
c. Supplementary math materials...............	①	②	③	④	⑤

24. During an average week, how often does each of the following activities occur during math instruction? *(Put an X in the circle of your choice for each activity.)*

	Times per week				
	Never	Less than once	1-2 times	3-4 times	5 or more times
a. How often are students given an opportunity to manage their own in-class behavior, for example, by getting and returning materials?.........	0	-1	1-2	3-4	5+
b. How often do students do peer tutoring or help each other on assignments?........	0	-1	1-2	3-4	5+
c. How often do students assess their own work, for example, by scoring their own papers?	0	-1	1-2	3-4	5+
d. How often do you have conversations with students about nonschool matters, such as their family, pets, hobbies, or personal problems?....................	0	-1	1-2	3-4	5+
e. How often do you have formal or informal meetings with school personnel such as counselors or other teachers to discuss academic or nonacademic problems of individual students?.........	0	-1	1-2	3-4	5+

25. What kinds of prizes, privileges, or other verbal or nonverbal rewards do you use to encourage good academic work in math and good classroom behavior and discipline? *(Check all that apply in each column below.)*

	Good academic work	Good classroom behavior
a. Oral praise to the student..................	____	____
b. Written comments to the student..............	____	____
c. Tangible rewards such as stars, candy, certificates or other items..................	____	____
d. Giving the student free time.................	____	____
e. Excusing the student from assignments........	____	____
f. Letting the student select some special activity..................................	____	____
g. Displaying student work......................	____	____
h. Writing a note to the student's parents......	____	____

26. What other kinds of rewards do you use to encourage good academic work in math and good classroom behavior and discipline?

(Write a brief answer on the lines below. Be sure to indicate if these rewards are used to encourage good academic work or good behavior or both.)

	Good academic work	Good classroom behavior
______________________________	____	____
______________________________	____	____
______________________________	____	____

27. What kinds of things do you do to reprimand or punish students for poor academic performance in math and inappropriate classroom behavior and discipline? *(Check all that apply in each column below.)*

	Poor academic work	Poor classroom behavior
a. Write a note to the student's parents......	___	___
b. Send the student to the office............	___	___
c. Separate the student from the class group, for example, within the classroom or coat closet, or outside the door...............	___	___
d. Give the student extra work...............	___	___
e. Take away privileges such as recess........	___	___
f. Physical restraint........................	___	___
g. Oral reprimand............................	___	___
h. Nonverbal signals such as eye contact or a frown................................	___	___

28. What other kinds of things do you do to reprimand or punish students for poor academic performance in math and inappropriate classroom behavior and discipline?

(Write a brief answer on the lines below. Be sure to indicate if the actions are used to reprimand poor academic work or poor classroom behavior or both.)

	Poor academic work	Poor classroom behavior
______________________________	___	___
______________________________	___	___
______________________________	___	___

STRUCTURE

Items 29 - 47

29. In the daily planning for your math class, what sources do you follow? *(Put the number 1 next to the source you use most often, a 2 next to the source you use next most often, and so on. Leave blank any sources you do not use.)*

_____a. A teacher's manual for a math text

_____b. A school math guide

_____c. A school district math guide

_____d. Your own math plan

_____e. Other - specify_______________________________

30. Listed below are some possible sources of objectives for teaching math. Which of them do you use as a source of math objectives? *(Put the number 1 next to the source you use most often, a 2 next to the source you use next most often, and so on. Leave blank any sources you do not use.)*

_____a Objectives from the commercial math program

_____b. A set of school district objectives

_____c. A set of objectives used primarily in your school

_____d. Objectives that you, or another teacher, devised

_____e. Objectives from some other source - specify the source_______________________________

_____f. I do not use a list of math objectives...

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31. What techniques do you use to make students aware of specific instructional objectives they are to master in math? *(Put the number 1 next to the activity you use most often, a 2 next to the activity you use next most often, and so on. Leave blank any activities you do not use.)*

_____ a. Point out the objectives in the text

_____ b. Begin the lesson by giving an example of what is to be learned

_____ c. Begin the lesson by stating and explaining the objectives to be learned

_____ d. Do not make the students aware of the objectives directly

_____ e. Other - specify ________________________

32. How often do you add or delete objectives included in the curriculum, on the average? *(Check one.)*

_____ A. Never

_____ B. Less than once a week

_____ C. 1 or 2 times a week

_____ D. 3 or 4 times a week

_____ E. 5 or more times a week

33. With respect to your math curriculum...

a. Do you cover all the units in order? *(Check one and follow the indicated directions.)*

_____A. Yes...*(Skip the rest of this item. Go to Item 34.)*

_____B. No....*(Answer the remaining parts of this item.)*

b. What units do you skip? *(List these briefly below by title or subject.)*

____

____

____

c. Which units do you emphasize less than others? *(List these briefly below by title or subject.)*

____

____

____

d. Which units do you reorder? *(List these briefly below by title or subject.)*

____

____

____

34. With respect to your math curriculum...

a. Which units need supplementary materials the most? *(List these briefly below by title or subject.)*

____

____

____

b. Why do these units need supplementary materials? *(Check all that apply.)*

____a. The units are taught poorly in the curriculum

____b. The units do not give students enough practice

____c. Other - specify____________________________

____

35. How appropriate are the materials listed below for meeting the needs of your students in math class? *(Put an X in the circle of your choice for each type of material. Use the scale given below.)*

1 = Entirely inappropriate
2 = Mostly inappropriate
3 = Somewhat appropriate
4 = Mostly appropriate
5 = Entirely appropriate

	Entirely inappropriate				Entirely appropriate
a. Basic math text materials.....	①	②	③	④	⑤
b. Supplementary math materials..	①	②	③	④	⑤

36. At the beginning of the school year, how do you decide where a student in your class should start in math? *(Put the number 1 next to the method you use most often, a 2 next to the method you use next most often, and so on. Leave blank any methods you do not use.)*

_____a. By starting at the beginning of the text or series

_____b. By the results of a standardized test

_____c. By the results of a placement test that comes with the math text or series

_____d. By the results of a test that you developed

_____e. From the placement of a student at the end of the previous school year

_____f. Other - specify ____

37. Does the math text or series you use contain a placement test for placing students in the math materials? *(Check one and follow the indicated directions.)*

_____A. Yes.......... *Go to Item 38.*

_____B. No........... *Skip Item 38. Go to Item 39.*

_____C. Don't know... *Skip Item 38. Go to Item 39.*

38. How easy is it to use the results of the math placement test to match students and math materials? *(Check one.)*

_____A. Usually very easy

_____B. Fairly easy

_____C. Fairly difficult

_____D. Usually very difficult

39. On the average, how frequently are your students formally tested for mastery of math skills? *(Check one.)*

_____ A. Never

_____ B. Less than once a week

_____ C. 1 or 2 times a week

_____ D. 3 or 4 times a week

_____ E. 5 or more times a week

40. How do you assess student mastery of specific math skills? *(Put the number 1 next to the method you use most often, a 2 next to the method you use next most often, and so on. Leave blank any methods you do not use.)*

_____ a. Your own informal judgment

_____ b. By the results of an assessment test that comes with the math text or series

_____ c. By the results of a test that you developed

_____ d. Other - specify ______________________________

41. How are the results of mastery tests used? *(Check all that apply.)*

_____ a. For grading

_____ b. For assessing mastery

_____ c. For diagnosis or placement

_____ d. For assigning specific materials to students

_____ e. Other - specify ______________________________

42. What methods are used to record student mastery in math so that such information can be used by other teachers or staff members? *(Check all that apply.)*

_____a. Commerical skills checklists or student profiles

_____b. School or district skills checklists or profiles

_____c. Formal or informal teacher conferences

_____d. Teacher grade books

_____e. Folders of student work

_____f. None

_____g. Other - specify ______________________________

43. Do you find that such records are generally accurate and helpful to you in placing students? *(Check one.)*

_____A. Yes, both accurate and helpful

_____B. Usually accurate but not very helpful

_____C. Neither accurate nor helpful

44. If a student does not pass a math test...

a. What does the math program suggest that you should do?

b. What procedures do you actually use?

(Check all that apply in both columns below.)

	Suggested for use	Actually used
a. Tutor the student	______	______
b. Give special work	______	______
c. Continue	______	______
d. Give extra homework	______	______
e. Repeat the materials covered	______	______
f. Other - specify ______________________	______	______

45. Within your math class, are student assignments mostly the same for all the students, or do they tend to be more individualized for each student's needs? *(Check one.)*

_____A. All assignments are the same.

_____B. Most are the same; a few are individualized.

_____C. Many are the same; several are individualized.

_____D. Most are individualized.

_____E. All assignments are individualized.

46. When students have completed a unit or chapter, how do you decide what unit or chapter should be worked on next? *(Put the number 1 next to the method you use most often, a 2 next to the method you use next most often, and so on. Leave blank any methods you do not use.)*

_____a. By following the sequence recommended by the district curriculum

_____b. By following the sequence of the math text or series

_____c. By following a sequence you developed based on the school/district or textbook sequence

_____d. By following a sequence you developed entirely on your own

_____e. Other - specify ______________________________

47. How familiar are you with the math programs in use in other grades? *(Check one.)*

_____A. Completely familiar

_____B. Mostly familiar

_____C. Somewhat familiar

_____D. Mostly unfamiliar

_____E. Completely unfamiliar

INSTRUCTIONAL EVENTS

Items 48 - 55

48. On the average, how many times per week does each of the following activities occur in your math instruction? *(Put an X in the circle of your choice for each activity.)*

	Times per week				
	Never	Less than once	1-2 times	3-4 times	5 or more times
a. How often do you work with students outside of math class on math skills with which they are having difficulty?....................	0	-1	1-2	3-4	5+
b. How often does a lesson include your demonstration using a manipulative (rods, blocks, counters, fraction pieces, etc.)?........................	0	-1	1-2	3-4	5+
c. How often does a lesson involve students' using a manipulative?	0	-1	1-2	3-4	5+

49. Approximately how much of your total instructional time during math class is spent working with the entire class, small groups of students, and individual students? *(Write the percentage on the lines below. Be sure that the figures add up to 100%.)*

% of total instruction time

a. Entire class......... ______%

b. Small groups......... ______%

c. Individual students.. ______%

Total................ 100 %

50. During a typical day, how many students do you usually work with on an individual basis in math class?
(Write the number in the blank space.)............... ______

51. How much of a problem are disruptive behaviors when teaching math to your class? *(Check one.)*

_____A. Major problem

_____B. Minor problem

_____C. No problem

52. On the average, during a typical math class, how often do disruptive student activities interfere with your instruction? *(Check one.)*

_____A. Never

_____B. Less than once per class

_____C. 1 or 2 times per class

_____D. 3 or 4 times per class

_____E. 5 or more times per class

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53. **On the average,** during a typical week, how often do you use aides or assistants (such as assistant teachers, student teachers, or parent volunteers) to help you during math class? *(Check one and follow the indicated directions.)*

______A. Never......................*Skip Item 54. Go to Item 55.*

______B. Less than once a week

______C. 1 or 2 times a week

______D. 3 or 4 times a week

______E. 5 or more times a week

} .....*Answer Item 54.*

54. What types of tasks do you assign to such aides or assistants? *(Put the number 1 next to the task you assign most often, a 2 next to the task you assign next most often, and so on. Leave blank any tasks you do not have aides perform.)*

______a. Scoring student work

______b. Helping students practice basic facts

______c. Helping students with their daily work

______d. Leading small group lessons

______e. Testing students

______f. Keeping records

______g. Playing math games with students

______h. Teaching student use of math games or math manipulatives

______i. Duplicating, filing, or typing materials

______j. Other - specify ________________________________

TEACHER PERCEPTIONS

Item 55

55. Listed below are some possible topics for inservice programs or workshops. Which ones would be most useful to you in your teaching of math? *(Put an X in the circle of your choice for each topic.)*

	Not useful	Useful	Very useful
a. Use and interpretation of standardized test results to plan teaching..............	①	②	③
b. Diagnosis of specific problems in learning math..............................	①	②	③
c. Remediation of specific problems in learning math..............................	①	②	③
d. How to integrate existing supplementary materials into the curriculum and how to manage their use in the classroom........	①	②	③
e. Use and management of manipulative materials..................................	①	②	③
f. How to manage small group instruction.......	①	②	③
g. How to individualize instruction...........	①	②	③
h. Content review of material and organization of different math series and texts..........	①	②	③
i. Teaching applications of math skills........	①	②	③
j. Teaching metric measurement................	①	②	③
k. Classroom use of the hand-held calculator...	①	②	③
l. How to develop a specific concept *(Specify concept)* ______________________ ______________________	①	②	③
m. Other - specify______________________ ______________________	①	②	③

Pennsylvania School Improvement Program

PROGRAM ANALYSIS

Mathematics

Administrator Form

Directions

1. *Complete the identifying information below. Do not put your name on this questionnaire.*
2. *On the following pages, mark your answers according to the directions given in italics after each question.*

a. What is your position title? ______________________________

b. Name of your school (if applicable) ______________________________

c. District name ______________________________

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Code ______

OPPORTUNITY

Items 1 - 9

1. So far during the school year, how many children have transferred into and out of your school? *(Write the numbers in the blank spaces.)*

    a. Number transferred in..... __________

    b. Number transferred out.... __________

2. How many student days are in a school year? *(In figuring this, exclude inservice days and other days that only the administrative staff or teachers spend in school. Write the number of days in the blank below.)*

    Number of days.............. __________

3. At what times do the following normally happen in a school day in your school? *(Write the times in the blank spaces.)*

    a. Students arrive at school.......... __________

    b. Classes begin...................... __________

    c. Students are dismissed for the day.. __________

4. How many minutes are scheduled for recess and lunch period for a typical student each day in your school? *(Write the number of minutes in the blank spaces.)*

    a. Recess.................... __________

    b. Lunch..................... __________

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5. On the average, during a typical month, how many school days are shortened or cancelled due to late starts, early dismissals, snow, emergencies, and so on? *(Check one.)*

    _____ A. None

    _____ B. Less than one day

    _____ C. 1 or 2 days

    _____ D. 3 or 4 days

    _____ E. 5 or more days

6. How many minutes are scheduled each day for a typical student for math or math-related instruction? *(Write the number of minutes in the blank spaces.)*

    a. Kindergarten........... __________

    b. Grades 1-3 .... __________

    c. Grades 4-6 .... __________

7. What is (are) the principal math texts or series used in your school? In what grades (or ability or achievement level groups) are these used? *(Write your answers on the lines below.)*

Title	Publisher	Grade (or other group designation)

8. What standardized tests are used in your school to measure overall achievement in math? In what grades are these tests administered? *(For each test that you use, write the grade levels in which the test is given in the blank space following the test name.)*

	Grades in which test is given
a. California Achievement Test (CAT)..................	________
b. Comprehensive Tests of Basic Skills (CTBS).........	________
c. Iowa Test of Basic Skills (ITBS)..................	________
d. Metropolitan Achievement Tests (MATS)..............	________
e. SRA Achievement Tests..............................	________
f. Sequential Tests of Educational Progress...........	________
g. Stanford Achievement Test (SAT)....................	________
h. Wide Range Achievement Test (WRAT).................	________
i. Other - specify ______________________________	________

9. During what months of this school year is this test administered to classes in your school? *(Check all that apply. If you administer more than one of the tests listed in the previous item, be sure to indicate during which months which tests are given.)*

_____ a. September
_____ b. October
_____ c. November
_____ d. December
_____ e. January
_____ f. February
_____ g. March
_____ h. April
_____ i. May
_____ j. June

STRUCTURE

Items 10 - 12

10. How do you and your staff use the results from the standardized tests in teaching math? *(Check as many as apply.)*

____ a. Diagnosing areas of student strength and weakness

____ b. Identifying remedial students

____ c. Assigning personnel (such as aides)

____ d. Ordering materials

____ e. Other - specify ______________________________

11. What methods do you use to record or report student math achievement so that such information can be used by teachers from one grade to the next? *(Check all that apply.)*

____ a. Commercial skills checklists or student profiles

____ b. School or district skills checklists or profiles

____ c. Formal or informal teacher conferences

____ d. Teacher grade books

____ e. Folders of student work

____ f. None

____ g. Other - specify ______________________________

12. Is there an overall plan that specifies the math skills to be taught at each grade or developmental level in your school? *(Check one.)*

____ A. Yes

____ B. No

____ C. Not sure

ADMINISTRATOR PERCEPTIONS

Items 13 - 14

13. In general, how well prepared are the math teachers in this school for teaching the materials covered in their math classes? *(Check one.)*

_____ A. Extremely well prepared

_____ B. Very well prepared

_____ C. Fairly well prepared

_____ D. Somewhat poorly prepared

_____ E. Very poorly prepared

14. Listed below are some possible topics for inservice programs or workshops for teachers. Which ones would be most useful to your teaching staff in their teaching of math? *(Put an X in the circle of your choice for each topic.)*

		Not Useful	Useful	Very Useful
a.	Use and interpretation of standardized test results to plan teaching..................	①	②	③
b.	Diagnosis of specific problems in learning math......................................	①	②	③
c.	Remediation of specific problems in learning math......................................	①	②	③
d.	How to integrate existing supplementary materials into the curriculum and how to manage their use in the classroom..........	①	②	③
e.	Uses and management of manipulative materials................................	①	②	③
f.	How to manage small group instruction.......	①	②	③
g.	How to individualize instruction...........	①	②	③
h.	Content review of material and organization of different math series and texts..........	①	②	③
i.	Teaching applications of math skills........	①	②	③
j.	Teaching metric measurement.................	①	②	③
k.	Classroom use of the hand-held calculator...	①	②	③
l.	How to develop a specific concept *(Specify concept.)* ______________________	①	②	③
m.	Other - specify ______________________ ______________________	①	②	③

Pennsylvania School Improvement Program

PROGRAM ANALYSIS

Language Arts

Teacher Form

Directions

1. *Complete the identifying information below. Do not put your name on this questionnaire.*
2. *On the following pages, mark your answers according to the directions given in italics after each question.*

a. In what grades do you teach language arts? ______________

b. Name of your school ______________

c. District name ______________

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2/28/79

Code ______

OPPORTUNITY

Items 1 - 23

1. With respect to the students assigned to your language arts class...

   a. Are they assigned so that the class has a somewhat uniform ability in language arts? *(Check one and follow the indicated directions.)*

      ______ A. Yes...*Answer the remaining part of this item.*

      ______ B. No....*Skip the remaining part of this item.*

   b. If the students in your class have somewhat uniform abilities, what is their ability? *(Check one.)*

      ______ A. High ability

      ______ B. Average ability

      ______ C. Low ability

2. How many students are now enrolled in your language arts class? *(Write the number in the blank space.)*.......... ______

3. How many students are actually present today in your language arts class? *(Write the number in the blank space.)*.......... ______

4. Is today's attendance in language arts class typical? *(Check one.)*

   ______ A. Yes

   ______ B. No, usually more students are present

   ______ C. No, usually fewer students are present

5. During an average week, how often is language arts instruction interrupted by fire drills, assemblies, hallway noise, and so on? *(Check one.)*

   ______ A. Never

   ______ B. Less than once a week

   ______ C. 1 or 2 times a week

   ______ D. 3 or 4 times a week

   ______ E. 5 or more times a week

6. How much time will one of your students typically spend each day in a teacher-directed group lesson in each of the following language arts subjects? *(Write the number of minutes in each blank space.)*

a. Spelling_______ b. Grammar_______ c. Composition_______

7. How many minutes total in a day do you spend teaching? *(Write the number of minutes in each blank space.)*

a. Spelling_______ b. Grammar_______ c. Composition_______

8. Are there any students in your language arts class who regularly receive additional language arts instruction from a special teacher? *(Check one and follow the indicated direction.)*

_____ A. Yes.....*Go to Item 9.*

_____ B. No......*Skip Item 9. Go to Item 10.*

9. With respect to such special instruction in language arts...

a. About how many students in your language arts class receive such instruction? *(Write the number in the blank space)*.................... _______

b. About how many minutes of such special instruction in each area does an individual student receive each week, on the average? *(Write the number in each blank space.)*.........

1. Spelling_______ 2. Grammar_______ 3. Composition_______

10. On the average, how many minutes of seatwork do you assign each day to your language arts class to be done outside of the time you actually spend teaching? *(Write the number of minutes in each blank space.)*

a. Spelling_______ b. Grammar_______ c. Composition_______

11. During a language arts class, when a student is not in a teacher-directed language arts group, what type of activity is a student most likely to be doing? *(Put the number 1 next to the activity that you use most often, a 2 next to the activity you use next most often, and so on. Leave blank any activities that you do not use.)*

_____ a. Seatwork from a language arts workbook or textbook

_____ b. Writing compositions

_____ c. Silent reading

_____ d. Seatwork in reading

_____ e. Seatwork in other subject areas

_____ f. Other - specify ______________________________

12. Do you assign language arts homework? *(Check one and follow the indicated direction.)*

_______ A. Yes.....*Answer Items 13 and 14.*

_______ B. No......*Skip Items 13 and 14. Go to Item 15.*

13. How many times per week do you assign homework?

_______ a. Once a week

_______ b. Twice a week

_______ c. Three times a week

_______ d. Four times a week

_______ e. Five times a week

14. What is a typical language arts homework assignment? *(Put a 1 next to the assignment that you give most often, a 2 next to the assignment you give next most often, and so on. Leave blank any assignment that you do not give.)*

_______ a. Practicing spelling words

_______ b. Writing a composition

_______ c. Writing exercises in a text or workbook

_______ d. Grammar exercises in a text or workbook

_______ e. Incompleted seatwork

_______ f. Other - specify ______________________________

15. What is the basic curriculum or text series you actually use in the teaching of language arts? *(Write the complete title and the publisher on the lines below.)*

Title Publisher

a. Spelling ______________________________

b. Grammar ______________________________

c. Composition ______________________________

16. Have you used these texts in the past? *(Put an X in the circle of your choice for each subject.)*

A. Spelling ○ Yes ○ No

B. Grammar ○ Yes ○ No

C. Composition ○ Yes ○ No

17. How far did you get in the text by the end of the school year? *(Indicate the page and chapter for each subject.)*

a. Spelling ______________________________

b. Grammar ______________________________

c. Composition ______________________________

18. What page of the text is today's lesson based upon? *(Enter today's date and page, and the total number of pages in the book.)*

	Date	Today's page	Total number of pages
a. Spelling	________	________	________
b. Grammar	________	________	________
c. Composition	________	________	________

19. In addition to the student text, what other text series materials (e.g., student workbook, student dittos, mastery tests, student profile cards, teacher's manual, supplementary aids, scope and sequence) do you or your students use in language arts? *(Write the title and publisher, or other information, on the lines.)*

a. Spelling ______________________________

b. Grammar ______________________________

c. Composition ______________________________

20. In addition to these basic language arts program materials, what other texts or supplementary materials do you or your students use in language arts instruction? *(Write the title and publisher, or other descriptive information, on the lines below.)*

a. Spelling ______________________________

b. Grammar ______________________________

c. Composition ______________________________

21. During an average week, how often do students in your language arts class have an opportunity to participate in writing something of their own in response to reading, an experience, or as a result of their own imagination? *(Check one.)*

______ A. Never

______ B. Less than once a week

______ C. 1 or 2 times a week

______ D. 3 or 4 times a week

______ E. 5 or more times a week

22. During the regularly scheduled periods for student writing, how do you support or encourage correct spelling? *(Check all that apply.)*

______ a. List words on board or on cards on the wall

______ b. Have students keep personal word list

______ c. Make dictionaries available

______ d. Other - specify ________________________________

23. During an average week, how often do students in your language arts class have an opportunity to do each of the activities listed below? *(Put an X in the circle of your choice for each activity.)*

	Times per week				
	Never	Less than once	1-2 times	3-4 times	5 or more times
a. To read aloud their compositions to another student	0	-1	1-2	3-4	5+
b. To proofread or edit something they have written	0	-1	1-2	3-4	5+

MOTIVATORS

Items 24 - 31

24. On the average, how often do your student assignments in language arts include the use of the instructional media listed below?
(Put an X in the circle of your choice for each mode of instruction.)

	Never	Times per week Less than once	1-2 times	3-4 times	5 or more times
a. Spelling books............	0	-1	1-2	3-4	5+
b. Grammar books............	0	-1	1-2	3-4	5+
c. Composition books.........	0	-1	1-2	3-4	5+
d. Audiotapes................	0	-1	1-2	3-4	5+
e. Filmstrips................	0	-1	1-2	3-4	5+
f. Games and puzzles.........	0	-1	1-2	3-4	5+
g. Picture cards for creative writing..........	0	-1	1-2	3-4	5+
h. Other - specify...........	0	-1	1-2	3-4	5+

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25. After a student completes an assignment, how soon, on the average, do you give that student information on the correctness of his/her performance? *(Put an X in the circle of your choice for each type of assignment.)*

	Within a week	Within 2-3 days	Within 24 hours	Within 1-3 hours	Within an hour or less	Within a few minutes
a. Spelling practice exercise................	1	2	3	4	5	6
b. Spelling test............	1	2	3	4	5	6
c. Grammar practice exercise................	1	2	3	4	5	6
d. Grammar test.............	1	2	3	4	5	6
e. Composition..............	1	2	3	4	5	6

26. In general, how interesting to the students are the books and materials listed below? *(Put an X in the circle of your choice. Use the scale given below.)*

1 = Very uninteresting
2 = Somewhat uninteresting
3 = OK
4 = Somewhat interesting
5 = Very interesting

	Very uninteresting				Very interesting
a. Spelling text...........	1	2	3	4	5
b. Grammar text............	1	2	3	4	5
c. Supplementary language arts activities..........	1	2	3	4	5
d. Other - specify________	1	2	3	4	5

27. During an average week, how often does each of the following activities occur during language arts instruction? *(Put an X in the circle of your choice for each activity.)*

	Times per week				
	Never	Less than once	1-2 times	3-4 times	5 or more times
a. How often are students given an opportunity to manage their own in-class behavior, for example, by getting and returning materials?	0	-1	1-2	3-4	5+
b. How often do students do peer tutoring or help each other on assignments?.............	0	-1	1-2	3-4	5+
c. How often do students assess their own work, for example, by scoring their own papers?	0	-1	1-2	3-4	5+
d. How often do you have conversations with students about nonschool matters, such as their family, pets, hobbies, or personal problems?.................	0	-1	1-2	3-4	5+
e. How often do you have formal or informal meetings with school personnel such as counselors or other teachers to discuss academic or nonacademic problems of individual students?...............	0	-1	1-2	3-4	5+

28. What kind of prizes, privileges, or other verbal or nonverbal rewards do you use to encourage good academic work in language arts and good classroom behavior and discipline? *(Check all that apply in each column below.)*

	Good academic work	Good classroom behavior
a. Oral praise to the student..................	____	____
b. Written comments to the student............	____	____
c. Tangible rewards such as stars, candy, certificates or other items................	____	____
d. Giving the student free time...............	____	____
e. Excusing the student from assignments......	____	____
f. Letting the student select some special activity..................................	____	____
g. Displaying student work....................	____	____
h. Writing a note to the student's parents....	____	____

29. What other kinds of rewards do you use to encourage good academic work in language arts, and good classroom behavior and discipline?

(Write a brief answer on the lines below. Be sure to indicate if these rewards are used to encourage good academic work or good behavior or both.)

	Good academic work	Good classroom behavior
________________________________	____	____
________________________________	____	____
________________________________	____	____

30. What kinds of things do you do to reprimand or punish students for poor academic performance in language arts and inappropriate classroom behavior and discipline?

(Check all that apply in each column below.)

	Poor academic work	Poor classroom behavior
a. Write a note to the student's parents...	____	____
b. Send the student to the office..........	____	____
c. Separate the student from the class group, for example, within the classroom or coat closet, or outside the door.....	____	____
d. Give the student extra work............	____	____
e. Take away privileges such as recess.....	____	____
f. Physical restraint......................	____	____
g. Oral reprimand..........................	____	____
h. Nonverbal signals such as eye contact or a frown............................	____	____

31. What other kinds of things do you do to reprimand or punish students for poor academic performance in language arts and inappropriate classroom behavior and discipline?

(Write a brief answer on the lines below. Be sure to indicate if these actions are used to reprimand poor academic work or poor classroom behavior or both.)

	Poor academic work	Poor classroom behavior
________________________________	____	____
________________________________	____	____
________________________________	____	____

STRUCTURE

Items 32 - 51

32. In the daily planning for your language arts class, what sources do you follow? *(For each area, put the number 1 next to the source that you use most often, a 2 next to the source you use next most often, and so on. Leave blank any sources that you do not use.)*

	Spelling	Grammar	Composition
a. A teacher's manual for text	____	____	____
b. A school guide.............	____	____	____
c. A school district guide....	____	____	____
d. Your own plan..............	____	____	____
e. Other - specify ______________ ______________________________	____	____	____

33. Listed below are some possible sources of objectives for teaching language arts. Which of them do you use as a source of language arts objectives? *(For each area, put a number 1 next to the source that you use most often, a 2 next to the source you use next most often, and so on. Leave blank any sources that you do not use.)*

	Spelling	Grammar	Composition
a. Objectives from program manuals	____	____	____
b. A set of school district objectives......................	____	____	____
c. A set of objectives used primarily in your school.......	____	____	____
d. Objectives that you, or another teacher, devised.......	____	____	____
e. Objectives from some other source - specify the source __________________________	____	____	____
f. I do not use a list of objectives....................	____	____	____

34. What techniques do you use to make students aware of specific instructional objectives that they are to master? *(For each area, put the number 1 next to the activity that you use most often, a 2 next to the activity you use next most often, and so on. Leave blank any activities that you do not use.)*

	Spelling	Grammar	Composition
a. Point out the objectives in the text..................	____	____	____
b. Begin the lesson by giving an example of what is to be learned................	____	____	____
c. Begin the lesson by stating and explaining the objectives to be learned........	____	____	____
d. Do not make the students aware of the objectives directly....................	____	____	____
e. Other - specify ____________	____	____	____

35. How often do you add or delete objectives included in the curriculum, on the average? *(Check one for each area.)*

	Spelling	Grammar	Composition
A. Never....................	____	____	____
B. Less than once a week....	____	____	____
C. 1 or 2 times a week......	____	____	____
D. 3 or 4 times a week......	____	____	____
E. 5 or more times a week...	____	____	____

36. With respect to your language arts curriculum...

a. Do you cover all the units in order? *(Put an X in the circle of your choice for each area.)*

1. Spelling ○ Yes ○ No
2. Grammar ○ Yes ○ No
3. Composition ○ Yes ○ No

b. Which units do you skip? *(List these briefly below by title or subject.)*

1. Spelling ____________________
2. Grammar ____________________
3. Composition ____________________

c. Which units do you emphasize less than others? *(List these briefly below by title or subject.)*

1. Spelling ____________________
2. Grammar ____________________
3. Composition ____________________

d. Which units do you reorder? *(List these briefly below by title or subject.)*

1. Spelling ____________________
2. Grammar ____________________
3. Composition ____________________

37. With respect to your language arts curriculum...

a. Which units need supplementary materials the most? *(List these briefly below by title or subject.)*

1. Spelling ______________________________
2. Grammar ______________________________
3. Composition ______________________________

b. Why do these units need supplementary materials? *(Check all that apply for each area.)*

	Spelling	Grammar	Composition
1. The units are taught poorly in the curriculum	____	____	____
2. The units do not give students enough practice...	____	____	____
3. Other - specify __________ ______________________	____	____	____

38. How appropriate are the materials listed below for meeting the needs of students in your language arts class? *(Put an X in the circle of your choice for each type of material. Use the scale given below.)*

1 = Entirely inappropriate
2 = Mostly inappropriate
3 = Somewhat appropriate
4 = Mostly appropriate
5 = Entirely appropriate

	Entirely inappropriate				Entirely appropriate
a. Spelling text	①	②	③	④	⑤
b. Grammar text	①	②	③	④	⑤
c. Composition text	①	②	③	④	⑤
d. Spelling supplementary materials..................	①	②	③	④	⑤
e. Grammar supplementary materials	①	②	③	④	⑤
f. Composition supplementary materials	①	②	③	④	⑤

39. At the beginning of the school year, how do you decide where a student in your class should start? *(For each area, put the number 1 next to the method you use most often, a 2 next to the method you use next most often, and so on. Leave blank any methods you do not use.)*

	Spelling	Grammar	Composition
a. By starting at the beginning of the text or series.......	___	___	___
b. By the results of a standardized test..................	___	___	___
c. By the results of a placement test that comes with the text or series..............	___	___	___
d. By the results of a test that you developed...............	___	___	___
e. From the placement of a student at the end of the previous school year.................	___	___	___
f. Other - Specify ________ ________________	___	___	___

40. Do the texts or series that you use contain placement tests for placing students in the materials? *(Check one for each area.)*

	Spelling	Grammar	Composition
A. Yes	___	___	___
B. No	___	___	___
C. Don't know	___	___	___

41. How easy is it to use the results of the placement test to match students and materials? *(Check one for each area.)*

	Spelling	Grammar	Composition
A. Usually very easy...	___	___	___
B. Fairly easy.........	___	___	___
C. Fairly difficult....	___	___	___
D. Usually very difficult	___	___	___

42. On the average, how frequently are your students formally tested for mastery of skills? *(Check one for each area.)*

	Spelling	Grammar	Composition
A. Never.................	___	___	___
B. Less than once a week	___	___	___
C. 1 or 2 times a week..	___	___	___
D. 3 or 4 times a week..	___	___	___
E. 5 or more times a week	___	___	___

43. How do you assess student mastery of specific skills? *(For each area, put the number 1 next to the method you use most often, a 2 next to the method you use next most often, and so on. Leave blank any methods that you do not use.)*

	Spelling	Grammar	Composition
a. Your own informal judgment	___	___	___
b. By the results of an assessment test that comes with the text or series.............	___	___	___
c. By the results of a test that you developed........	___	___	___
d. Other - specify_____________	___	___	___

____

44. How are the results of mastery tests used? *(Check all that apply for each area.)*

	Spelling	Grammar	Composition
a. For grading................	___	___	___
b. For assessing mastery.....	___	___	___
c. For diagnosis or placement	___	___	___
d. For assigning specific materials to students.....	___	___	___
e. Other - specify___________	___	___	___

____

45. What methods are used to record student mastery so that such information can be used by other teachers or staff members? *(Check all that apply for each area.)*

	Spelling	Grammar	Composition
a. Commercial skills checklists or student profiles..........	____	____	____
b. School or district skills checklists or profiles......	____	____	____
c. Formal or informal teacher conferences..................	____	____	____
d. Teacher grade books..........	____	____	____
e. Folders of student work.....	____	____	____
f. None.........................	____	____	____
g. Other - specify______________ ______________________________	____	____	____

46. Do you find that such records are generally accurate and helpful to you in placing students? *(Check one for each area.)*

	Spelling	Grammar	Composition
A. Yes, both accurate and helpful	____	____	____
B. Usually accurate but not very helpful......................	____	____	____
C. Neither accurate nor helpful	____	____	____

47. If a student does not pass a test...

a. What do the materials suggest that you should do?

b. What procedures do you actually use? *(For each area, check all that apply in both columns below.)*

	Spelling		Grammar		Composition	
	Suggested for use	Actually used	Suggested for use	Actually used	Suggested for use	Actually used
a. Tutor the student..	___	___	___	___	___	___
b. Give special work..	___	___	___	___	___	___
c. Continue...........	___	___	___	___	___	___
d. Give extra homework.	___	___	___	___	___	___
e. Repeat the materials covered..........	___	___	___	___	___	___
f. Other - specify_____ ________________	___	___	___	___	___	___

48. Within your class, are student assignments mostly the same for all the students or do they tend to be more individualized for each student's needs? *(Check one for each area.)*

	Spelling	Grammar	Composition
A. All assignments are the same.	___	___	___
B. Most are the same; a few are individualized................	___	___	___
C. Many are the same, but several are individualized............	___	___	___
D. Most are individualized.......	___	___	___
E. All assignments are individualized................	___	___	___

49. Within your class over the last two months, what is the largest and smallest number of units completed by a student in each subject? *(Write the number in each blank space.)*

	Spelling	Grammar	Composition
a. Largest......	_____	_____	_____
b. Smallest.....	_____	_____	_____

50. When students have completed a unit or chapter, how do you decide what unit or chapter should be worked on next? *(For each area, put the number 1 next to the method you use most often, a 2 next to the method you use next most often, and so on. Leave blank any methods you do not use.)*

	Spelling	Grammar	Composition
a. By following the sequence recommended by the district curriculum	_____	_____	_____
b. By following the sequence of the text..........................	_____	_____	_____
c. By following a sequence you developed based on the curriculum sequence........................	_____	_____	_____
d. By following a sequence you developed entirely on your own	_____	_____	_____
e. Other - specify ____________________ ________________________________	_____	_____	_____

51. How familiar are you with the programs in use in other grades? *(Check one for each area.)*

	Spelling	Grammar	Composition
A. Completely familiar...........	_____	_____	_____
B. Mostly familiar................	_____	_____	_____
C. Somewhat familiar.............	_____	_____	_____
D. Mostly unfamiliar..............	_____	_____	_____
E. Completely unfamiliar.........	_____	_____	_____

INSTRUCTIONAL EVENTS

Items 52 - 58

52. Approximately how much of your total instructional time is spent working with the entire class, small groups of students, and individual students? *(Write the percentage in each area on the lines below. Be sure that the figures add up to 100%.)*

	% of total instructional time		
	Spelling	Grammar	Composition
a. Entire class.............	____%	____%	____%
b. Small groups.............	____%	____%	____%
c. Individual students......	____%	____%	____%
Total....................	100%	100%	100%

53. During a typical day, how many students do you usually work with on an individual basis during class? *(Write the number for each area.)*

a. Spelling ____

b. Grammar ____

c. Composition ____

54. How often do you work with students outside of language arts class on skills with which they are having difficulty? *(Put an X in the circle of your choice for each activity.)*

		Times per week			
	Never	Less than once	1-2 times	3-4 times	5 or more times
a. Spelling..........	○ 0	○ -1	○ 1-2	○ 3-4	○ 5+
b. Grammar...........	○ 0	○ -1	○ 1-2	○ 3-4	○ 5+
c. Composition.......	○ 0	○ -1	○ 1-2	○ 3-4	○ 5+

55. How much of a problem are disruptive behaviors when teaching language arts to your class? *(Check one.)*

_____ A. Major problem

_____ B. Minor problem

_____ C. No problem

56. On the average, during a typical language arts class, how often do disruptive student activities interfere with your instruction? *(Check one.)*

_____ A. Never

_____ B. Less than once per class

_____ C. 1 or 2 times per class

_____ D. 3 or 4 times per class

_____ E. 5 or more times per class

57. On the average, during a typical week, how often do you use aides or assistants (such as assistant teachers, student teachers, or parent volunteers) to help you during language arts class? *(Check one and follow the indicated directions.)*

_____ A. Never.......................... *Skip Item 58. Go to Item 59.*

_____ B. Less than once a week

_____ C. 1 or 2 times a week

_____ D. 3 or 4 times a week

_____ E. 5 or more times a week

}.....*Answer Item 58.*

58. What types of tasks do you assign to such aides or assistants? *(Put the number 1 next to the task you assign most often, a 2 next to the task you assign next most often, and so on. Leave blank any tasks you do not have aides perform.)*

_____ a. Scoring student work and keeping records

_____ b. Helping students with their spelling

_____ c. Helping students with their writing

_____ d. Leading small group lessons

_____ e. Testing students

_____ f. Duplicating, typing,and filing

_____ g. Other - specify ______________________________

TEACHER PERCEPTIONS

Item 59

59. Listed below are some possible topics for inservice programs or workshops. Which ones would be most useful to you in your teaching of language arts? *(Put an X in the circle of your choice for each topic.)*

	Not Useful	Useful	Very Useful
a. Use and interpretation of standardized test results to plan teaching...........	①	②	③
b. Diagnosis and remediation of specific spelling problems........................	①	②	③
c. Diagnosis and remediation of specific writing problems.........................	①	②	③
d. How to integrate existing supplementary materials into your curriculum and how to manage their use in the classroom....	①	②	③
e. Integrating your reading and language arts programs..............................	①	②	③
f. How to manage small group instruction...	①	②	③
g. How to individualize instruction........	①	②	③
h. Multimedia approaches to teaching language arts.........................	①	②	③
i. Content review of materials and organization of different spelling programs.....	①	②	③
j. Content review of materials and organization of different grammar programs......	①	②	③
k. Methods of teaching language arts in other content areas.........................	①	②	③
l. Content review of materials and organization of different composition programs...	①	②	③
m. Teaching techniques in composition.......	①	②	③
n. Teaching techniques in spelling..........	①	②	③
o. Teaching techniques in grammar...........	①	②	③
p. Other - specify ______________________	①	②	③

Pennsylvania School Improvement Program

PROGRAM ANALYSIS

Language Arts

Administrator Form

Directions

1. *Complete the identifying information below. Do not put your name on this questionnaire.*
2. *On the following pages, mark your answers according to the directions given in italics after each question.*

a. What is your position title? ____________________

b. Name of your school (if applicable) ____________________

c. District name ____________________

2/28/79

Code ______

OPPORTUNITY

Items 1 - 12

---

1. So far during the school year, how many children have transferred into and out of your school? *(Write the numbers in the blank spaces.)*

    a. Number transferred in..... __________

    b. Number transferred out.... __________

2. How many student days are in a school year? *(In figuring this, exclude inservice days and other days that only the administrative staff or teachers spend in school. Write the number of days in the blank below.)*

    Number of days............... __________

3. At what times do the following normally happen in a school day in your school? *(Write the time in the blank spaces.)*

    a. Students arrive at school............ __________

    b. Classes begin........................ __________

    c. Students are dismissed for the day.... __________

4. How many minutes are scheduled for recess and lunch period for a typical student each day in your school? *(Write the number of minutes in the blank spaces.)*

    a. Recess.................. __________

    b. Lunch................... __________

5. On the average, during a typical month, how many school days are shortened or canceled due to late starts, early dismissals, snow, emergencies, and so on? *(Check one.)*

   _____ A. None

   _____ B. Less than one day

   _____ C. 1 or 2 days

   _____ D. 3 or 4 days

   _____ E. 5 or more days

6. How many minutes are scheduled each day for a typical student for language arts-related instruction? *(Write the number of minutes in the blank spaces.)*

   a. Primary level grades....... __________

   b. Intermediate level grades.. __________

7. What is (are) the principal language arts texts or series used in your school? In what grades (or ability or achievement level groups) are these used? *(Write your answers on the lines below.)*

Title	Publisher	Grade (or other group designation)

8. What standardized tests are used in your school to measure overall achievement in language arts? In what grades are these tests administered? *(For each test that you use, write the grade levels in which the test is given in the blank space following the test name.)*

Grades in which test is given

a. California Achievement Test (CAT).................... ________

b. Comprehensive Tests of Basic Skills (CTBS).......... ________

c. Iowa Test of Basic Skills (ITBS).................... ________

d. Metropolitan Achievement Tests (MAT)................ ________

e. SRA Achievement Tests............................... ________

f. Sequential Tests of Educational Progress (STEP)..... ________

g. Stanford Achievement Test (SAT)..................... ________

h. Wide Range Achievement Test (WRAT).................. ________

i. Other - specify ____________________________ ________

9. During what months of this school year is this test administered to classes in your school? *(Check all that apply. If you administer more than one of the tests listed in the previous item, be sure to indicate during which months which tests are given.)*

_____ a. September

_____ b. October

_____ c. November

_____ d. December

_____ e. January

_____ f. February

_____ g. March

_____ h. April

_____ i. May

_____ j. June

10. Does your school or school district set guidelines for language arts teachers that suggest that they schedule periods for students to write (e.g., compositions, journal entries, etc.) on a regular basis? *(Check one.)*

_____ A. Yes, there are school guidelines.

_____ B. Yes, there are district guidelines.

_____ C. No

_____ D. Don't know

11. Has your school or school district provided staff training to increase teachers' skills and awareness of methods and materials that can be used to teach composition? *(Check one.)*

_____ A. Yes ..... *Answer Item 12.*

_____ B. No ..... *Skip Item 12. Go to Item 13.*

12. If you answered "yes" to the previous item, describe such training below. Also describe below any such training you plan to do but have not yet done.

____

____

____

STRUCTURE

Items 13 - 15

13. How do you and your staff use the results from the standardized tests in teaching language arts? *(Check as many as apply.)*

_____ a. Diagnosing areas of student strength and weakness

_____ b. Identifying remedial students

_____ c. Assigning personnel (such as aides)

_____ d. Ordering materials

_____ e. Other - specify ________________________________

14. What methods do you use to record or report student language arts achievement so that such information can be used by teachers from one grade to the next? *(Check all that apply.)*

_____ a. Commercial skills checklists or student profiles

_____ b. School or district skills checklists or profiles

_____ c. Formal or informal teacher conferences

_____ d. Teacher grade books

_____ e. Folders of student work

_____ f. None

_____ g. Other - specify ________________________________

15. Is there an overall plan that specifies the language arts skills to be taught at each grade or developmental level in your school? *(Check one.)*

_____ A. Yes

_____ B. No

_____ C. Not sure

ADMINISTRATOR PERCEPTIONS

Items 16 - 17

---

16. In general, how well prepared are the language arts teachers in this school for teaching the materials covered in their language arts classes? *(Check one.)*

_____ A. Extremely well prepared

_____ B. Very well prepared

_____ C. Fairly well prepared

_____ D. Somewhat poorly prepared

_____ E. Very poorly prepared

17. Listed below are some possible topics for inservice programs or workshops for teachers. Which ones would be most useful to your teaching staff in their teaching of language arts? *(Put an X in the circle of your choice for each topic.)*

	Not Useful	Useful	Very Useful
a. Use and interpretation of standardized test results to plan teaching....................	①	②	③
b. Diagnosis and remediation of specific spelling problems..................................	①	②	③
c. Diagnosis and remediation of specific writing problems..................................	①	②	③
d. How to integrate existing supplementary materials into your language arts curriculum and how to manage their use in the classroom..................................	①	②	③
e. Integrating your reading and language arts programs..................................	①	②	③
f. How to manage small group instruction........	①	②	③
g. How to individualize instruction............	①	②	③
h. Multimedia approaches to teaching language arts..	①	②	③
i. Content review of materials and organization of different spelling programs...............	①	②	③
j. Content review of materials and organization of different grammar and composition programs..	①	②	③
k. Methods of teaching language arts in other content areas..............................	①	②	③
l. Teaching techniques in composition...........	①	②	③
m. Teaching techniques in spelling.............	①	②	③
n. Teaching techniques in grammar...............	①	②	③
o. Other - Specify ______________________________	①	②	③

APPENDIX 9

DATA ANALYSIS INSTRUCTIONS

These instructions are intended to be used to analyze the data obtained from the questionnaires and interviews. Used throughout the instructions are a set of terms which have a specific meaning in this section. Therefore, before beginning a description of the data analysis procedures, these terms are defined. Following the definitions are the data analysis instructions. Figuire A9.1 illustrates these terms.

Definitions

Instruments - The questionnaires and interviews together are referred to as instruments.

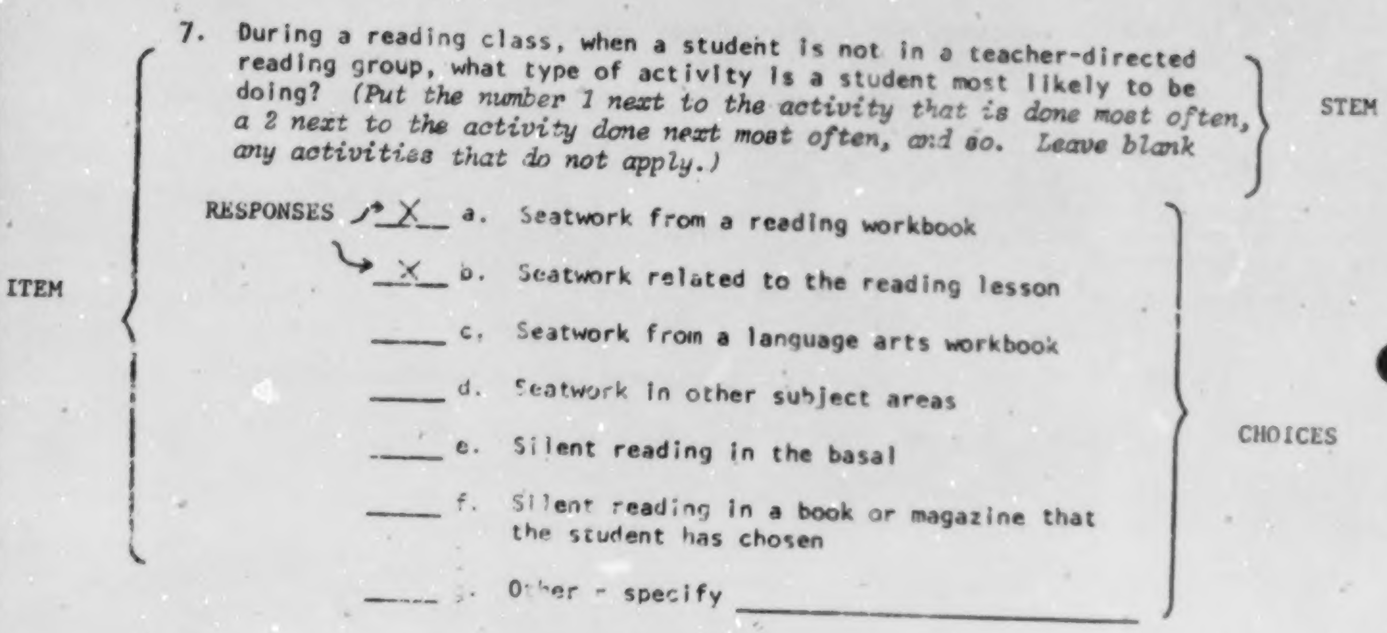
Respondent - The person answering the questionnaire or interviewer.

Items - Individual questions on the instruments.

Stem - The first part of an item. The stem indicates what information is being asked for and how it is to be provided.

Response - The answer which a respondent gives. This may be simply a check mark. It might also be a paragraph written in the respondent's own words.

Choices - Alternative responses presented to a respondent in multiple-choice type items. In fill-in type items, most common on interviews, blank lines are provided for the response.



7. During a reading class, when a student is not in a teacher-directed reading group, what type of activity is a student most likely to be doing? *(Put the number 1 next to the activity that is done most often, a 2 next to the activity done next most often, and so. Leave blank any activities that do not apply.)*

X a. Seatwork from a reading workbook
X b. Seatwork related to the reading lesson
____ c. Seatwork from a language arts workbook
____ d. Seatwork in other subject areas
____ e. Silent reading in the basal
____ f. Silent reading in a book or magazine that the student has chosen
____ g. Other - specify ________________

Figure A9.1. Data Analysis Instruction Terms

Analysis Instructions

Step 1. Organizing the data.

Before any analysis of the data is attempted, organize the instruments which have been administered so as to facilitate the analysis you will do later on (in Step 2). Getting organized before any tallying of data is begun will help in three ways.

1. It will speed the tallying of the data,
2. It will reduce errors in the tallying, and
3. It will make it easier to retrieve the original data later on. During the presentation of results to the teachers, this may be necessary.

Are all the instruments in hand? The first task is to count the instruments received from the administrators and teachers and to be sure that they have been collected. It will be useful to make up a table with the following information on it:

Instruments	Number I Should Have	Number I Do Have	Discrepancy	Reason
Teacher questionnaires				
Teacher interviews				
Administrator questionnaires				

Determine how many completed copies of each of the three kinds of instruments there should be and record those three figures in the table. Then count how many instruments of each kind are in hand and record those figures. If the number there should be and the number in hand are equal, there is no problem. If an instrument is missing, determine who has not returned the instrument and get it from that person. Otherwise, note the reason for not having that instrument and eliminate that person's instrument from all remaining data analyses.

If possible, make note of any instances where only one instrument from a teacher (for example, a questionnaire) is in hand but not an interview. This may be important later in tying together one person's responses from two different instruments.

After all the instruments are back, or at least all that can be expected to be obtained, the next task is to sort them. Of course, they have already been sorted into three groups by type of instrument (i.e., teacher's questionnaire, teacher's interview, and administrator's questionnaire). But now order the instruments within each of these group. The basis of the ordering will vary, depending on what information is wanted and the local circumstances.

Think about how the school is structured and about what kinds of units are in the school. As an example, consider a school which has primary and intermediate grades and which has classes in both English and Spanish. In this instance you might consider sorting the teacher questionnaires into the following four subgroups:

English Primary	English Intermediate
Spanish Primary	Spanish Intermediate

You might go still further and order all the questionnaires within each of these four subgroups by grade, so that all the kindergarten teachers' instruments come first, followed by all the first grade teachers' instruments, and so on.

Of course, this is only one illustration of how one can order and sort the instruments. There are other ways: Ordering them just by grade or by textbook used. When there are several administrators' questionnaires, sort them by position, e.g., principals, central office personnel, superintendents.

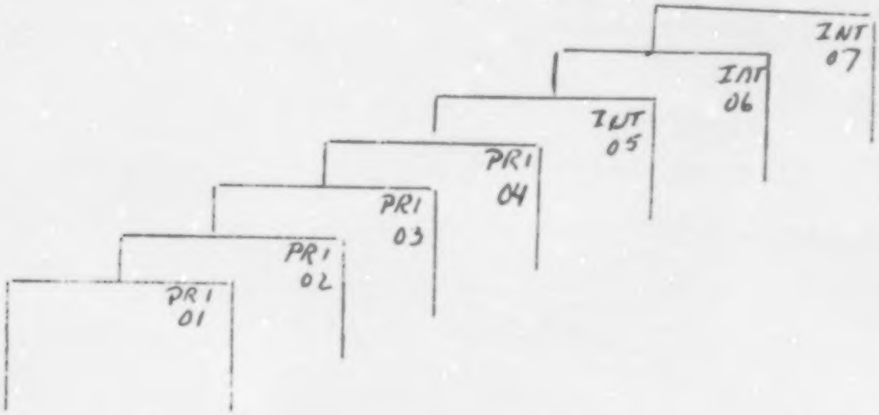
After sorting them by some logical means, label the instruments so as to indicate what group and subgroup each one belongs to. Use some labeling code which you can interpret at a glance. For example, use a label such as SP-PRI-1 to label an instrument that was completed by a Spanish Primary teacher who teaches the first grade. A label such as ENG-INT-5 might be used to designate an instrument completed by a teacher who teaches English-speaking classes in the intermediate grades, specifically the fifth grade.

Once all the instruments have been labeled with a code, put a serial number on each one. There might be more than one questionnaire with the code SP-PRI-1 on it since there might be more than one Spanish Primary teacher who teaches the first grade. If a unique serial number is assigned to each questionnaire, however, the data tallier will always be able to tell them apart.

To assign serial numbers, first put all the instruments of a kind (all the questionnaires, for example) into one pile in order according to your designations. For example, put all the kindergarten teachers followed by all the first grade teachers, then all the second grade teachers, and so on. Use another arrangement if it seems logical or convenient.

Then, starting with the instrument on top, number each one consecutively down through the pile, starting with 01 and continuing 02, 03, 04, 05, and so on to the last instrument. Naturally, the number of this last instrument should equal the number of instruments in hand. If there are 17 questionnaires, then the questionnaire on the bottom should be #17. Keep in mind that the responses to each item will be tallied in the order of the serial numbers.

The tallier should now have a stack of instruments - either questionnaires or interviews - each with both a coded label identifying the respondent who completed it according to membership in some group or subgroup, and an unique serial number. For example, if there were 7 questionnaires, 4 from primary teachers, and 3 from intermediate teachers, the final stack of questionnaires might look like this:



In this illustration, the questionnaires have been coded only as PRI or INT. The codes have been put above the serial numbers in the upper right hand corner of each questionnaire. In tallying the responses to an item, one might want to tally the PRI responses separately from the INT responses. In any case, tally the response to a given item first from questionnaire 01, then questionnaire 02, then 03, and so on. After tallying the responses to a given item from all seven questionnaires, proceed to tally the next item.

Step 2. Tallying.

Now that the instruments are organized and in a neat stack, tallying can begin. One of the first tasks will be to make tally sheets, at least one for each item. Make more than one if you have any number of subgroups which must be tallied separately.

Before making such tally sheets, however, the decision must be made as to how to analyze each item; that is, what data and information are wanted from each, and how might this be presented to the audience in the report. These decisions will determine the form of the tally sheet.

In making this decision, keep in mind that there are basically four types of items in all the PSIP questionnaires and interviews, classified according to the type of response each requires. These four types of items are described and illustrated below with examples taken from the PSIP Reading Program Analysis Instrument:

Part 1 - Questionnaire. All items are similar to items on other PSIP instruments; however, exact details on how to tally each one will be given later.

Items requiring discrete responses. This is the simplest type of item. It requires the respondent to select one or more of a series of choices. These choices are separate and independent. That is, they are not being compared to each other by means of a ranking or ordering, nor can they be placed along any sort of numerical scale. Item 23 below is just such an item. In tallying the data from this item, count the number of responses for each of the choices from a to d. For choice e, record the individual response which was made.

23. How are the results of such mastery tests used? *(Check all that apply.)*

_____ a. For grading

_____ b. For assessing mastery

_____ c. For diagnosis or placement

_____ d. For assigning specific materials to students

_____ e. Other - specify ______________________________

Items requiring ranked responses. This type of item requires the respondent to assign ranks to a number of choices. In effect, the respondent selects those choices which are applicable to his/her particular situation and then ranks those selected choices according to some criterion. In the PSIP instruments the criterion is usually how often a certain activity is conducted. An example of this type is Item 7 from the PSIP Reading Teacher Questionnaire. In tallying responses for this type of item, count not only how many people checked a certain choice, but also the various ranks which they assigned to it. Obviously, a choice which was selected by 3 persons, all of whom gave it a rank of 1, has very different meaning from a choice which was picked by 5 people, all of whom assigned it much lower ranks. Remember, in all the ranking-type items a rank of 1 is highest, 2 is second highest, and so on.

7. During a reading class, when a student is not in a teacher-directed reading group, what type of activity is a student most likely to be doing? *(Put the number 1 next to the activity that is done most often, a 2 next to the activity done next most often, and so. Leave blank any activities that do not apply.)*

_____ a. Seatwork from a reading workbook

_____ b. Seatwork related to the reading lesson

_____ c. Seatwork from a language arts workbook

_____ d. Seatwork in other subject areas

_____ e. Silent reading in the basal

_____ f. Silent reading in a book or magazine that the student has chosen

_____ g. Other - specify ______________________________

Items requiring scaled responses. These items present the respondent with a series of choices which form a continuum of some sort. In effect, the choices in the item form a scale, much like a yardstick measures length or a thermometer measures temperature. Items 31a, 20, and 5 illustrated below, are examples of typical scaled-response type items. Each one represents a different kind of scaled-response item.

31. During an average week, how often does each of the following activities occur in your reading instruction? *(Put an X in the circle of your choice for each activity.)*

	Times per week				
	Never	Less than once	1-2 times	3-4 times	5 or more times
a. How often do you work with students outside of reading class on reading skills with which they are having difficulty?..................	0	-1	1-2	3-4	5+

20. How easy is it to use the results of the basal placement test to match students and reading materials? *(Check one.)*

_____ A. Usually very easy

_____ B. Fairly easy

_____ C. Fairly difficult

_____ D. Usually very difficult

5. How much time will one of your students typically spend in a teacher-directed group reading lesson each day? *(Write the number of minutes in the blank space.)*............__________

Item 31a is similar to a discrete response type item. Simply count the number of responses for each of the choices. Nothing further needs to be done with the item. However, because it is a scaled-response type item, and the choices do form a sort of scale, you can add together responses from adjacent categories. For example, if 3 persons said they worked with students outside of class 5 or more times a week, and 7 persons said that they did this 3-4 times a week, the final report could be written to indicate that 10 persons reported working with students outside of class 3 or more times per week.

Item 20 can be tallied in the same way; i.e., simply by counting the number of responses to each choice. However, by assigning some arbitrary numerical value to the choices, an average response can be computed for the item. For example, an average for each of two subgroups could be computed, and they could be compared to see which is higher. An illustration with Item 20 may make this clearer. If arbitrary values of 4, 3, 2, and 1 are assigned to the four choices and the number of responses shown for each choice is available, an average response can be computed as follows:

Choices	Value (V)	Number of responses (N)	N x V
A. Usually very easy.........	4	7	28
B. Fairly easy................	3	5	15
C. Fairly difficult..........	2	3	6
D. Usually very difficult....	1	1	1
Total......................		16	50

Average response = 50 divided by 16 = 3.125

Simply multiply the values by the number of responses for each choice, add these products, and divide the sum by the total number of responses to get an average response. In other words, the average response is the sum of the number of responses times the values, this sum being divided by the number of responses.

A few items, such as Item 5, are also considered to be scaled-response items because it is possible to compute an average response for them. For Item 5, for example, it is possible to compute the average number of minutes per day that a student spends in a teacher-directed group reading lesson

Items requiring a free response. Free response type items leave the respondent free to comment in his/her own words either orally, for the interviews, or in writing, for the questionnaire. For these items, simply record and summarize the comments. Item 12 from the PSIP Reading Teacher Questionnaire is one example of a free response type item. There are many free response items on the interview. In tallying data from these items, record all the responses on a tally sheet and then attempt to summarize the comments. For example, three teachers might report using the same or similar rewards to encourage good academic work and good behavior. From this, it might be possible to draw some generalizations as to the kinds of techniques which teachers report. Try to report data from such items as factually as possible, while recognizing that some subjective judgment will be needed to categorize and count responses.

12. What other kinds of rewards do you use to encourage good academic work in reading and good classroom behavior and discipline? *(Write a brief answer on the lines below. Be sure to indicate if these rewards are used to encourage good academic work or good behavior or both.)*

	Good academic work	Good classroom behavior
____________________	______	______
____________________	______	______
____________________	______	______

Step 3. Tallying the data.

This step consists of 3 tasks. First, construct tally sheets which will provide a structure for doing the actual tallying. Second, do the tallying using these forms. Third, convert these tally sheets either into typed tables suitable for presentation in a written report or summarize the outstanding features of the data in sentences.

The instructions for this step are organized according to these three tasks. They are illustrated for each of the four item response types with examples from the PSIP Reading Teacher Questionnaire. All of the illustrations below are for the items which were presented as examples in Step 2.

Constructing tally sheets. This is a long and tedious task, but one worth the time and effort since it will help speed the count of the data, insure greater accuracy, and help organize the data more clearly.

Construct a tally sheet for every item on the questionnaire or interview that you are tallying. It may be helpful to use one sheet of paper for every item tally sheet. This is especially true if the number of respondents is large. If very few people respond, it may even be possible to tally directly on a clean copy of the instrument. If separate results for groups such as primary and intermediate level teachers are being tallied, provide for this by allowing separate columns on each tally sheet for them, or by using different symbols for each group in making the tallies. However, if there is a need to tally data of any large number of subgroups, make more than one tally sheet for each item. Then, make separate tallies for each group on each of the identical tally sheets for a given item. Doing this complicates the procedure considerably and could lead to errors in the remaining steps. Therefore, try to limit the number of groups and subgroups for which separate tallies are made.

Examples of six tally sheets are given on pages A9.51 through A9.56. Three tally sheets are for scale response type items; the others are for the other three types of items. All the examples illustrate how to do tallies for two subgroups, primary and intermediate level teachers, as well as for the total group. In all the illustrations there are 10 primary teachers and 12 intermediate teachers, a total of 22 teachers.

The first tally sheet is for the discrete response type item, Item 23. The item is identified at the top with the item number and an abbreviated version of the item stem. Below the identification are six columns. The first column lists the choices for the item, both letters and the choices themselves, just as they appear on the questionnaire. The next two columns, one for primary teachers and one for intermediate teachers, are for the slash marks for the actual tallying of the data. These columns must be large enough to contain all the slash marks which you will use to record the responses from the various instruments. The fourth column is for the total number of responses from primary and intermediate teachers. The fifth column is for slash marks which tally the nonresponses, i.e., for counting the number of persons who did not respond to the item. The final column is for the total number of fourth and fifth columns, i.e., for the total of the responses and the nonresponses. This number should always equal the number of instruments you are tallying. This column is provided as a check so that you do not accidentally omit any instrument, or count any response twice.

The second tally sheet is for Item 7, which is a ranked-response type item. The format for this sheet is similar to the previous one but arranged somewhat differently. Again, the item identification and abbreviated stem are at the top of the page. Unlike the sheet for Item 2, these columns are designed to count the number of persons who gave each choice a rank of 1, 2, and so on. Experience indicates that few people give a rank of 3 or lower to the choices. Thus, the information can be condensed by making the third column do for all ranks of 3, 4, 5, or lower. The next column is for recording responses in which persons have checked the particular choice but not given a numerical rank for that choice. Very often on ranked response type items, persons do not read the instructions or are reluctant to rank the various choices. This column allows counting those responses without placing them in one of the rank columns. The last three columns are used in exactly the same way as in Item 23. Notice that there are no separate columns for the primary and intermediate teachers. Instead, symbols have been provided for use: a circle (0) for primary teachers and a plus (+) for intermediate teachers. The symbols not only facilitate tallying both groups within the same row and column on the tally sheet but also make it easy later on to determine how many teachers from each group gave a certain response. The symbol key appears at the top of the page as a reminder in case more than one person does the tallying.

The third tally sheet is for Item 31a, a scaled response type item for which an average cannot be computed. This tally sheet is similar to the sheet for the discrete response type item in that it is designed for counting responses and nothing more. There are three columns in the Item 31a tally sheet, one each for primary teachers, intermediate teachers, and both levels combined. Simply tally with slash marks the number of teachers making the five responses. There are three lines at the bottom of the table for each column. The first line is for the subtotal, i.e., the number of persons responding. The second line is for tallying the nonresponses to the item. The third line is for the total, which is the sum of the subtotal and the nonresponse lines.

The fourth tally sheet is for Item 20, which is a scaled response type item for which an average can be computed. Again, the first column lists the choices and the second column is for recording whatever value has been assigned to each of the scale choices. It is customary to assign the higher numbers to the end of the scale which has the most positive attitudes. There are two columns under the headings of "Primary," "Intermediate," and "Both Levels." One column is for tallying the responses, the other is for recording the product of multiplying the number of responses for each choice by the value for that choice (N x V). The lines at the bottom of the tally sheet include subtotal, nonresponses, and total lines. Two additional lines are provided at the bottom for this type of item. One is for recording the total of the products in the N x V column. The bottom line is for recording average response, which is computed by dividing the total N x V figure by the subtotal figure. The use of this will be illustrated later in the completed tally sheet examples.

The fifth tally sheet, Item 5, illustrates another kind of scaled response type item for which an average can be computed, but which needs to be handled a little differently from other items. This tally sheet asks teachers to fill in the number of minutes per day their students will typically spend in a teacher-directed group reading lesson. The item resembles a fill-in type item in that respondents are free to put down any number of minutes. Thus, the item does not have a set scale attached to it. In constructing the tally sheet for this kind of item, find a way to not only group the responses in some logical categories (which you will have to create) but also to maintain the individual responses so an average number of minutes can be computed. A quick examination of the responses for such an item should suggest some logical groupings. Try starting in the left hand column with a scale based on half hour increments, such as the one illustrated in the tally sheet here. There are two columns for recording the minutes (not slash marks, but the actual number of minutes) for the primary and intermediate groups of teachers, and the total number of minutes for both groups. The bottom lines of the tally sheet record the total number of minutes for both groups (by column instead of row), the total number of responses, and the total number of nonresponses. The total responses and nonresponses should equal the total number of instruments (and thus respondents) you are tallying. The bottom line is for computing the average number of minutes by dividing the total number of minutes by the number of responses. The exact use of this form will become clearer in the later examples of completed tally sheets.

The sixth and last example of a tally sheet is for fill-in and free response type items. The example is for Item 12. The left hand column is for recording the serial number of the questionnaire from which the response was taken. The remainder of the page is for recording the actual response, i.e., the words the teacher wrote down. Notice that in this free response type item, there is also some tallying to be done, since along with the response, teachers were asked to check if they use a particular reward for encouraging good academic work or good classroom behavior. These checked responses can be tallied like any other discrete response.

Remember that in making these tally sheets, some judgment needs to be made about their layout. The illustrations here are for a situation in which it was desired to tally separately the data for two groups of teachers, primary and intermediate, as well as for the total group. Another approach would have been to make up two complete sets of tally sheets, one for the primary group and one for the intermediate group. However, separating the groups might have made it more difficult to get figures for the total group, both groups combined.

Keep the tally sheets simple. Although they could be typed, they might also be handwritten. In any case, they must be clear and well organized so that someone unfamiliar with the project would be able to read and understand them.

23. How Results Of Mastery Tests Are Used

Choices	Number of Responses				
	Primary	Intermediate	Both levels	Non response	Total
a. Grading					
b. Assessing Mastery					
c. Diagnosis/ Placement					
d. Assigning Materials					
e. Other (see below)					

A9.51

7. Students' Most Likely Activity When Not In A Teacher Directed Reading Group.

primary = 0
intermediate = +

Choices	Ranks 1	2	3 or Lower	Response No Rank	Sub-Total	No Response	Total
a. Seatwork from a reading workbook							
b. Seatwork on the reading lesson							
c. Seatwork in a language arts workbook							
d. Seatwork in other subject areas							
e. Silent reading in the basal							
f. Silent reading in a book or magazine							
g. Other (see below)							

31a How Often Teacher Works With Students Outside of Reading Class on Reading Skills

Choices (times per wk.)	Number of Responses		
	Primary	Intermediate	Both Levels
Never			
Less than once			
1-2 times			
3-4 times			
5 or more times			
Sub-total			
Non-response			
Total			

20. How Easy to Use Basal Placement Test Results to Match Students and Materials

Choices	Value	Primary		Intermediate		Both Levels	
		No. of Responses	N x V	No. of Responses	N x V	Total	N x V
a. Very Easy	4						
b. Fairly Easy	3						
c. Fairly Difficult	2						
d. Very Difficult	1						
Sub-total number of responses							
Non-responses							
Total number of responses							
(A) Sub-total number of responses							
(B) Total N x V							
Average (B ÷ A)							

5. Number of Minutes Per Day Students Spend In Teacher-Directed Reading Groups

Time (minutes)	Responses		
	Primary	Intermediate	Both Levels
0-30			
31-60			
61-90			
91-120			
121 or over			
Sub-total number of responses			
Non-responses			
Total number of responses			
(A) Sub-total number of responses			
(B) Total number of minutes			
Average (B ÷ A)			

A9.55

12. Other Kinds of Rewards Used to Encourage Good Academic Work & Discipline

Respondent's Serial Number	Response	Good Academic Work	Good Classroom Behavior

Doing the tallying.

Use a pencil, not a pen, to do the tallying so that errors can be easily changed. Put the tally sheets in one pile in front of you and the instruments near them in another pile. Tally one item at a time. That is, tally all the responses to the first item before proceeding to the second.

Always tally the instruments in serial number order, using the serial numbers assigned in Step 1. As the response for a given item is tallied for an instrument, place the instrument to one side, face down. When all the instruments are tallied for a given item, turn the entire pile of instruments over and begin again in serial number order. It is important to proceed in serial number order for each item. If the instruments have been numbered correctly, the numbering will correspond to the groups and subgroups by which the data are organized.

The examples presented in this section clarify the importance of the process described above. The examples present a situation in which a person has tallied the responses from 22 Teacher Reading Questionnaires - 12 from primary teachers and 10 from intermediate teachers. It is intended that these questionnaires be tallied so that the results are reported separately for the primary and intermediate groups, as well as for the total group. In the initial numbering and organizing, the questionnaires were assigned serial numbers from 1 to 22, with 1 to 12 given to the primary teacher questionnaires, and 13 to 22 given to the intermediate teachers. The questionnaires were also arranged by grade level within each of the two major groupings; however, this subgroup was not used in the tallying at this time.

Examples of six tally sheets were presented in the previous section. These same tally sheets, with all tallies made and filled in, are shown on pages A9.59 through A9.64. Notice that slash marks are used on all the tally sheets except the one for Item 7. There was no room on this sheet for separate columns for the primary and intermediate groups, so symbols were used instead.

After completing the tallies for the groupings, count up the slash marks and put the number in the space. Then add the figures for the total number of responses. Make sure to tally with slash marks the number of nonresponses. These can be added to the responses to find the total number. This total should equal the total number of instruments, 22 in the case of this example. If the final tally does not equal the right figure, go back and re-tally the data to determine where the error is. When all figures balance properly, complete the computations for the averages such as for Items 20 and 5 in the examples.

In tallying fill-in free response type items, simply note the serial number of the respondent and the comment. This is illustrated in Items 23, and 7, where comments filled in the "Other" space on these items are recorded at the bottom of the tally sheet. Very often, several teachers will put the same or a similar comment in this fill-in space, and it will be important to report this.

23. How Results Of Mastery Tests Are Used

Choices	Number of Responses							
	Primary		Intermediate		Both levels	Non-response		Total
a. Grading	卌 卌 ||	12	卌 卌	10	22		0	22
b. Assessing Mastery	卌 卌	10	卌 |||	8	18	||||	4	22
c. Diagnosis/ Placement	卌 |	6	|||	3	9	卌 卌 |||	13	22
d. Assigning Materials	||||	4	|||	3	7	卌 卌 卌	15	22
e. Other (see below)	|	1	|	1	2	卌 卌 卌 卌	20	22

7. Student's Most Likely Activity When Not In A Teacher Directed Reading Group.

primary = 0
intermediate = +

Choices	Ranks 1	2	3 or Lower	Response No Rank	Sub-Total	No Response	Total
a. Seatwork from a reading workbook	00000 000 ++++	00 ++	+	00 +	12 8 } 20	++	12 0's 10 +'s 22
b. Seatwork on the reading lesson	0	00000 00 ++	0 +++	00 +	11 6 } 17	0 ++++	12 0's 10 +'s 22
c. Seatwork in a language arts workbook	00 ++	++++	0 ++	00 +	5 9 } 14	00000 00 +	12 0's 10 +'s 22
d. Seatwork in other subject areas	++		0 +	0 +	2 4 } 6	00000 00000 +++++ +	12 0's 10 +'s 22
e. Silent reading in the basal	0 +	000 ++	00000 +++	0	10 6 } 16	00 ++++	12 0's 10 +'s 22
f. Silent reading in a book or magazine	+	+	0	0 ++	2 4 } 6	00000 00000 +++++ +	12 0's 10 +'s 22
g. Other (See below)							
#10 Special visual aids				0	1 } 2	00000 00000 0	12 0's
#19 Individual Projects				+	1	+++++ +++++ +	10 +'s 22

a How Often Teacher Works With Students Outside of Reading Class on Reading Skills

Choices (times per wk.)	Number of Responses Primary		Intermediate		Both Levels
Never	II	2	IIII	4	6
Less than once	II	2	II	2	4
1-2 times	II	2	II	2	4
3-4 times	卌	5		0	5
5 or more times	I	1		0	1
Sub total		12		8	20
Non-response		0	II	2	2
Totals		12		10	22

20. How Easy to Use Basal Placement Test Results to Match Students and Materials

Choices	Value	Primary No. of Responses		N x V	Intermediate No. of Responses		N x V	Both Levels Total	N x V
a. Very Easy	4	||	2	8	||||	4	16	6	24
b. Fairly Easy	3	|||	3	9	||||	4	12	7	21
c. Fairly Difficult	2	𝍸	5	10	|	1	2	6	12
d. Very Difficult	1	|	1	1		0	0	1	1
Sub-total number of responses			11			9		20	
Non-responses			1			1		2	
Total number of responses			12			10		22	
(A) Sub-total number of responses				11			9		20
(B) Total N x V				28			30		58
Average (B ÷ A)				2.5			3.3		2.9

5. Number of Minutes Per Day Students Spend In Teacher-Directed Reading Groups

Time (minutes)	Responses					
	Primary		Intermediate		Both Levels	
0-30	15, 25, 30	3	25, 30, 20, 30	4	175	7
31-60	35, 40, 55	3	60, 60, 50, 45	4	345	7
61-90	75, 80, 90, 85, 65	5	65, 75	2	535	7
91-120		0		0	0	0
121 or over	130	1		0	130	1
Sub-total number of responses		12		10		22
Non-responses		0		0		0
Total number of responses		12		10		22
(A) Sub-total number of responses		12		10		22
(B) Total number of minutes		725		460		1185
Average (B ÷ A)		60.4		46.0		53.9

12. Other Kinds of Rewards Used to Encourage Good Academic Work & Discipline

Respondent's Serial Number	Response	Good Academic Work	Good Classroom Behavior
#3 (PRI)	Make student a blackboard monitor or other privilege	✓	✓
#9 (PRI)	Special Awards Day	✓	
#13 (INT.)	Calling parents & talking to them.	✓	

	PRI.	INT.	Total
Responses	2	1	3
Non-responses	10	9	19
Total	12	10	22

After all the tallying is completed, all the averages computed, and all the comments recorded, check the work over carefully. Look particularly for anything that seems odd or unexpected; this can be the clue to an undetected error. When everything seems in order, put the original questionnaires aside; they will only be used again when a reference to the original data is needed. Now assemble the completed tally sheets into one set, in item number order, and begin to write the report and construct tables.

Step 3. Constructing tables and/or summary statements.

The tally sheets can be converted for readability and comprehension into tables which can be presented in a report. The examples on the following pages illustrate how each of the completed tally sheets previously presented can be converted into a table. Summary statements that might be used in place of tables, to highlight information in tables, or to relate the data in two or more separate tables are also given.

Each table should have a descriptive title and be numbered, preferably with the number of the item which it represents. The title should be a short summary of the item itself and describe what the item asked of the respondent. Notice in the sample tables that the number of nonresponse is not given. The nonresponses were tallied on the sheets as a check on the accuracy of the tally. This information need not be presented in the final tables.

TABLE 1

NUMBER OF TEACHERS USING MASTERY TEST RESULTS FOR SPECIFIC PURPOSES (ITEM 23)

Purposes	Teacher groups		
	Primary 12	Intermediate 10	Both levels 22
For grading	12	10	22
For assessing mastery	10	8	18
For diagnosis or placement	6	3	9
For assigning specific materials to students	4	3	7
Other[a]	1	1	2

[a] One primary teacher reported using test results for lesson planning. One intermediate teacher reported using test results for counseling students.

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TABLE 2

ACTIVITIES STUDENTS ARE MOST LIKELY TO BE ENGAGED IN WHEN NOT IN A TEACHER DIRECTED READING GROUP (ITEM 7)

Activities	Teacher group (Responses)	Rank of activity				
		First	Second	Third or lower	Response-no rank	Total
Seatwork from a reading workbook...........	Primary (12)	8	2	0	2	12
	Intermediate(8)	4	2	1	1	8
	Both levels	12	4	1	3	20
Seatwork related to the reading lesson......	Primary (11)	1	7	1	2	11
	Intermediate(6)	0	2	3	1	6
	Both levels	1	9	4	3	17
Seatwork from a language arts workbook....	Primary (5)	2	0	1	2	5
	Intermediate(9)	2	4	2	1	9
	Both levels	4	4	3	3	14
Seatwork in other subject areas..........	Primary (2)	0	0	1	1	2
	Intermediate(4)	2	0	1	1	4
	Both levels	2	0	2	2	6
Silent reading in the basal..............	Primary (10)	1	3	5	1	10
	Intermediate(6)	1	2	3	0	6
	Both levels	2	5	8	1	16

TABLE 2 (Continued)

Activities	Teacher group (Responses)	Rank of activity				
		First	Second	Third or lower	Response-no rank	Total
Silent reading in a book or magazine that the student has chosen	Primary	0	0	1	1	2
	Intermediate	1	1	0	2	4
	Both levels	1	1	1	3	6
Other[a]	Primary (2)	0	0	0	1	1
	Intermediate(4)	0	0	0	1	1
	Both levels	0	0	0	2	2

[a] One primary teacher reported that students would be using special visual aids. The teacher assigned no rank to this activity.

One intermediate teacher reported that students would be working on individual projects. The teacher assigned no rank to this activity.

TABLE 3

NUMBER OF TIMES PER WEEK TEACHERS WORK WITH STUDENTS OUTSIDE OF READING CLASS ON READING SKILLS WITH WHICH THEY ARE HAVING DIFFICULTY (ITEM 31a)

Times per week	Teacher groups		
	Primary	Intermediate	Both levels
Never	2	4	6
Less than once	2	2	4
1 to 2 times	2	2	4
3 to 4 times	5	0	5
5 or more times	1	0	1
Number of responses	12	8	20

TABLE 4

EASE OF USE OF BASAL PLACEMENT TEST RESULTS IN MATCHING STUDENTS AND MATERIALS (ITEM 20)

Degree of ease	Teacher groups		
	Primary	Intermediate	Both levels
Usually very easy	2	4	6
Fairly easy	3	4	7
Fairly difficult	5	1	6
Usually very difficult	1	0	1
Number of responses	11	9	20
Average[a]	2.5	3.3	2.9

---

[a] The average response was computed using the following scale values:

Usually very easy = 4
Fairly easy = 3
Fairly difficult = 2
Usually very difficult = 1

TABLE 5

NUMBER OF MINUTES PER DAY STUDENTS SPEND IN TEACHER-DIRECTED READING GROUP (ITEM 5)

	Teacher group		
Minutes per day	Primary	Intermediate	Both levels
0 to 30	3	4	7
31 to 60	3	4	7
61 to 90	5	2	7
91 to 120	0	0	0
121 or over	1	0	1
Number of responses	12	10	22
Average number of minutes	60.4	46.0	53.9

Notice that there is no table for Item 12, the fill-in free response type item. This is so because very few people responded to the item. If this were an interview item which had many respondents, it might be possible to devise some categories in which to place respondents' answers and, hence, to tally them. In this case, however, it probably would be best to list and discuss the responses in a paragraph in the report rather than in a table. A statement covering this item would first note the number of persons who gave any response at all, (e.g., "Of the 22 teachers, 3 responded to this item.") Then the report would list and discuss the responses that were made.

Notice that the tables do not present any information that has been converted to percentages. It is generally unwise to convert data to percentages if the number of respondents in the total group is less than 100.

If a written report of the result is to be presented, the tables should be prepared before, not after, the text is written. The basic information that the report presents is in the tables. The text should generally describe, summarize, and discuss the data in the tables.

In preparing a report for presentation, the writer need not feel obligated to recast every tally sheet into a table. A summary paragraph can be used in cases where responses indicate a clear pattern that can easily be described. Even if a table is used, it is important to include a brief summary in the text. The writer will probably want to avoid harsh, evaluative statements in presenting outcomes: e.g., teachers should make more use of tests for diagnostic purposes. Nevertheless, the writer's ability to point out or suggest discussion about results is very valuable, the writer needs to use his/her knowledge of practices that research has shown to be effective. A brief listing of these practices is included in the "blurbs from research" found in the report outline section of Appendix 9. Some other sources of this information are listed in the bibliography at the end of this section. Several examples of table summary discussions follow. For Table 1, the summary might read:

> All teachers used mastery test results for grading, but the tests were less frequently used to assess mastery. Less than half the teachers used the tests for diagnostic or placement purposes. Only 7 of the 22 teachers used test results for assigning specific materials.

If the school is concerned about individualization or management of instruction, the writer might want to comment on the apparent opportunity to use existing test information diagnostically. The writer might also suggest that the LAT discuss whether there are reasons why the data are not used for diagnostic purposes.

For Table 2, the summary might read:

> During reading instruction, when a primary student is not in a teacher-directed reading group, the student is most apt to be:
>
> 1. doing seatwork in a reading workbook,
> 2. doing seatwork on the reading lesson, or
> 3. doing silent reading in the basal.
>
> Intermediate students, on the other hand, are most apt to be:
>
> 1. doing seatwork from a reading workbook,
> 2. doing seatwork in a language arts workbook, or
> 3. either doing seatwork on the reading lesson or reading silently in the basal.
>
> Teachers' responses indicate that most students would be assigned a reading activity during the portion of reading class that they are not in a teacher-directed reading group. However, some students, especially intermediate level, are assigned to language arts work; 6 teachers indicated that they use this time to assign seatwork in other (not reading or language arts) subjects.

The writer may then want to point out that use of reading time for work in subjects other than reading, reduces the amount of time allocated to reading and therefore reduces the students' opportunties to engage in reading instruction. Since student engaged time and achievement are related, the writer might suggest that some teachers reconsider their assignments for students during reading class.

Summary statements should capture major trends and indicate deviations from the trends. The writer should relate the finds to what research indicates is effective. The discussion for some items (e.g., what page of the basal teachers were using on the day of the interview) can be referenced to the results of other items (e.g., does teacher follow basal sequence, what is omitted? added?) in order to point up contrasts, projections, inconsistences, etc. Also, it is important that the writer point out the school's apparent strengths as well as areas where opportunities for improvement exist.

The discussion generated by the report should be helpful for the LAT's need identification work. To avoid being prescriptive, the writer should focus on relating LAT practices to research and allow the group to draw their own implications for need. However, during discussion the linker will often need to focus the group's discussion, raise pertinent questions, and clarify meanings.*

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* It has been found useful to bring tally sheets and even instruments to the report meeting. Typographical errors, or presumed errors, can be checked (at lunch or break time) and challenges or anxieties addressed.

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APPENDIX 9

SAMPLE PROGRAM ANALYSIS REPORT OUTLINE FOR READING

I. Introduction

- A. How data were gathered - list instruments and respondees. You may wish to utilize a table.

- B. Outline of remainder of report.

II. Opportunity

- A. Blurb on research (see example A)

- B. Time

    length of school year and day (Adm.: 2-5) Note 1
    absenteeism (Tchr Q: 1-3)
    transiency (Adm : 1)
    class size (Tchr Q: 1)
    class length (Tchr Q: 6; Adm : 6) Note 2
    how class time is used (Tchr Q: 5, 7; Tchr Int : 4) Note 2
    interruptions to class time (Tchr Q: 4)
    homework (Tchr Int : 5)
    supplemented instruction (Tchr Int : 2,3) Note 3

- C. Criterion-Relevant Instruction

    - Basals

        School's basal policy (Adm : 7)
        Teacher's use of basals (Tchr Int : 6)
        Basal-related materials in use (Tchr Int : 7)

    - Supplementary Materials Used (Tchr Int : 8)

    - Libraries

        Classroom libraries (Tchr Int : 13, 14)
        School library services (Adm : 14-17)

    - PCRP activities *

        Reading in a source other than the basal (Tchr Int : 9)
        Responding to literature (Tchr Int : 10)
        Reading aloud to students (Tchr Q: 31b; Adm : 10a, 13, 18-19)
        SSR (Adm : 10b; Tchr Int : 11-12)

* Many of these items might also be considered under the motivators construct.

EXAMPLE A -- OPPORTUNITY

The opportunity children are given to learn what they will be tested on is what the construct of "Opportunity" is representing in the Cooley-Lohnes model. If, for example, students are to be tested on arithmetic skills at the end of each year, then the amount of time that students could work on those arithmetic skills in the classroom during the year would be an appropriate opportunity measure.

There are two main aspects to the opportunity construct. Each of these is referred to as a variable. One has to do with how time is allocated, i.e., how much time is allocated for learning and how much of this time students are actually actively engaged in learning the task at hand. This variable is referred to as "time." The other has to do with how good the fit is between what is being taught in the classroom and what is being tested for on the tests of achievement. This is referred to as "criterion-relevant instruction."

1. Total amount of time spent in school (calculated from such indices as average daily attendance, length of school day, and length of school year) is positively related to achievement in reading and mathematics (Bond and Dykstra, 1967; Harris et al., 1968; Wiley and Harnischfeger, 1974).
2. Greater student outcomes are achieved when time in class is spent on task-related academic activities rather than on non-academic activities. Greater amounts of time spent in the classroom on reading and arithmetic and lesser amounts of time spent on such activities as arts and crafts, music, and dancing were found to correlate with higher achievement scores in reading and arithmetic. Academically-engaged time is thus an important determinant of student achievement (Bloom, 1976; Guthrie, in press; Harris and Serwer, 1966; McDonald and Elias, 1976; Stallings and Kaskowitz, 1974; Soar, 1973).
3. The amount of a subject covered is critical in determining student performance. Students must have the opportunity to learn what they will be tested on. Greater amounts of content covered lead to higher achievement scores (Harris and Serwer, 1966; McDonald and Elias, 1976, Pidgeon, 1970).

Reading compositions aloud (Tchr Int : 15)
Reading aloud to less-able-to-read (Tchr Int : 16)
School program to provide teachers with training on methods to obtain student response to literature (Adm : 11-12)

- Correspondence of material taught with material tested on school's standardized achievement test (See Content Match description elsewhere in Appendix 9) (and Adm: 8,9).

III. Motivators

A. Blurb on Research (see example B)

B. Curriculum Motivators

- variety of materials used (Tchr Q: 8)

- attractiveness of materials to students (Tchr Int : 17-21)

C. Interpersonal Motivators

- Conversations with/about students (Tchr Q: 10d, e)

- Opportunity for self management and peer interaction (Tchr Q: 10a, b, c; Tchr Int : 22)

- Rewards for good work/behavior (Tchr Q: 11-12)

- Reprimands for poor work/behavior (Tchr Q: 13, 14)

IV. Structure

A. Research Blurb (see example C)

B. Instructional objectives

- Overall plan (Adm : 22; Tchr Q: 30)

- Teachers' sources of objectives (Tchr Q: 16)

- Source of daily lesson plans (Tchr Q: 15)

- Teachers share objectives with students (Tchr Q: 17)

C. Matching

- Beginning of year placement (Tchr Q: 18-20; Adm : 20)

- Regrouping (re-placement) (Tchr Q: 27-28)

EXAMPLE B -- MOTIVATORS

According to the Cooley-Lohnes model, motivation can be viewed as being internal or external. External motivation refers to all the elements in an educational environment that increase the likelihood that students will engage in and sustain learning activities. The variable name assigned to this aspect of the construct is "curriculum motivators." Internal motivation refers to student behaviors and attitudes that tend to support high rates of learning. This variable is referred to as "interpersonal motivators."

1. Higher achieving classrooms are characterized as being "convivial, cooperative, democratic, and warm," whereas in lower achieving classrooms there is more belittling, shaming of students, and use of sarcasm (Tikunoff, Berliner, and Rist; 1975).
2. Teacher criticism of student behavior, shouting, scolding, ridicule, and sarcasm are consistently negatively related to achievement (Solomon and Kendall; 1976).

EXAMPLE C -- STRUCTURE

"The construct of Structure deals with the degree to which a curriculum is organized and sequenced, the specificity of the objectives, and the manner in which a student and a curriculum are matched." (Cooley and Leinhardt, 1975, p. 6). There are four aspects to this construct. The first deals with the clarity and specificity with which instructional objectives are defined and is the variable name of "instructional objectives." The second aspect deals with how well students are matched with the curriculum and is referred to as "matching." The third aspect of this construct deals with the sequencing and pacing of instruction and is referred to as "sequencing and pacing." The final aspect deals with group practices in the classroom and is called "grouping."

1. The most effective classroom organization has the teacher working with small groups of three to seven children or with large groups of eight or more children. Instances of children working alone or of one or two children working with the teacher consistently produce negative correlations with achievement (Stallings and Kaskowitz, 1974).
2. Low SES children profit more from seatwork or individually prescribed learning activities and do not benefit from activities which require oral response. For children of high SES the opposite of these results holds true (Brophy and Evertson, 1974).
3. Lesson structure "defined operationally as the teachers' preparation of students for a particular lesson" (Tikunoff, Berliner, and Rist, p. 382) is an important determinant of success. Teachers who are effective in producing high student achievement, inform students of the objectives of lessons, and of their own expectations for achievement, and link current lessons with material previously studied.

- Assessment of Mastery (Tchr Q: 21-23, 26, 31a)
- Appropriateness of materials (Tchr Int : 26-27)
- Individualization of assignments (Tchr Int : 28-29)
- Recording Mastery (Tchr. Q: 24, 25; Adm 21)

D. Sequencing and Pacing

- Source of daily lesson plans-sequence (Tchr Q: 15, 29) Note 4
- Alterations to sequence (Tchr Int : 24,23)
- Additions to sequence (Tchr Int : 25)
- Pacing (Tchr Int : 6 - - completion expectation-- 29; Tchr Q: 30)

E. Grouping

- Class reading groups (Tchr Int : 1)

V. Instructional Events

A. Research Blurb (see example D)

(N.B. data on this construct are best gathered by observation; thus, there are relatively few items related to instructional events on the instruments.)

B. Instructional Interactions

- Academic feedback (Tchr Q: 9)

C. Management

- Disruptive behavior (Tchr Q: 33-34)
- Use of aides (Tchr Q: 35-36)
- Percent of time spent in various settings. (Tchr Q: 32)

VI. Perceptions re inservice

(Tchr Q: 37; Adm : 23-24)

EXAMPLE D -- INSTRUCTIONAL EVENTS

"This construct concerns the content, frequency, quality, and duration of instructional interactions. It is different from structure in that it refers primarily to an interpersonal contact, either between a student and a teacher or among students." (Cooley and Leinhardt, 1975, p. 6). There are two main aspects to this construct. The first is referred to as "instructional interactions" and deals with the interpersonal nature of instruction. More specifically, it deals with such things as teacher questioning and feedback techniques, and the frequency, quality and content of all interactions. The second aspect of this construct deals with the management of instruction in the classroom and is referred to as "classroom management."

1. Supervision of student work in groups correlates positively with achievement (Soar, 1973). Similar results have been obtained for seatwork. Achievement is lower in classes which display the largest amounts of unsupervised seatwork (Coker, Lorentz, and Coker, 1976; McDonald and Elias, 1976; Soar, 1973, Stallings and Kaskowitz, 1974). This may result from the fact that unsupervised students are less academically engaged with their tasks (McDonald and Elias, 1976; Stallings and Kaskowitz, 1974).
2. Teacher initiated contacts during seatwork are negatively correlated with achievement gain, whereas student initiated contacts are positively correlated with achievement (Brophy and Evertson, 1974; Good and Grouws, 1975).

EXAMPLE D (Cont'd)

3. Teachers who play the role of strong leaders in their classrooms, i.e., direct activities without giving their students choices, approach the subject matter in a direct, business-like way, organize learning around questions they ask, and occupy the center of attention, are more successful in achieving student gains (Soar, 1973; Solomon and Kendall, 1976; Stallings and Kaskowitz, 1974). Student free choice, student limited choice, and free work groups relate to lower achievement (Soar, 1973). Allowing students to select seating, work groupings, and their own activities correlates negatively with achievement (Stallings and Kaskowitz, 1974). Soar (1977) suggests that an intermediate position with respect to teacher control is associated with the greatest pupil gains.

4. Teachers of classrooms showing high achievement gains devote less time to management than teachers of low achieving classrooms. In addition, more effective teachers use lesser amounts of criticism to control their classrooms and instead depend on a much more varied set of managerial techniques (Brophy and Evertson, 1974; Coker, Lorentz and Coker, 1976; Harris and Serwer, 1966).

5. Effective teachers of low SES pupils ask more lower order questions than ineffective teachers. Also, effective teachers of low SES pupils elaborate or discuss pupil answers less often than ineffective teachers. Effective teachers are more likely to acknowledge a pupil response or to quickly provide feedback and then continue with the main task. Above results from: Brophy and Evertson, 1974; Coker, Lorentz and Coker, 1976; Perham, 1973; Soar, 1973, Stallings and Kaskowitz, 1974.

EXAMPLE D (Cont'd)

6. Pupil responses to direct academic questions produce significant and positive correlations with achievement, whereas, pupil responses to non-academic questions and to open-ended questions correlate negatively with achievement (Stallings and Kaskowitz, 1974). Low SES students should be asked questions near their ability level to increase the likelihood of a correct response (Brophy and Evertson, 1974).
7. Effective teachers use more praise and positive motivation in their interactions with students (Brophy and Evertson, 1974; Harris and Serwer, 1966; Stallings and Kaskowitz, 1974). Stallings and Kaskowitz (1974) found that both teacher praise and criticism are positively correlated with achievement when focused on academic activities.
8. High SES students learn better in classrooms in which there is slight negative affect, whereas low SES students perform less well in this type of environment (Soar, 1977).
9. There is less deviant and disruptive behavior in the classes of effective teachers (Brophy and Evertson, 1974; Coker, Lorentz and Coker, 1976; McDonald and Elias, 1976; Soar, 1973).

NOTES

1. Use items 3 and 4 to determine length of school day.

2. The total time spent teaching reading should at least equal the product of multiplying the number of reading groups (Tchr Int: 1) by the amount of time spent per reading group (Tchr Q: 4).

3. If students are pulled out for more reading or receive separate reading instruction, you may wish to collect information about the degree to which this separate instruction is integrated with class work.

4. Item 29 is essentially collecting evidence for provisions for individualization. How many units did the "slowest" student master in the past 2 months? How many units did the "fastest" student master in that same time?

APPENDIX 9

SAMPLE PROGRAM ANALYSIS REPORT
OUTLINE -- MATHEMATICS

I. Introduction

- A. How data were gathered, instruments used, number of respondees.
- B. Outline of remainder of report.

II. Opportunity

- A. Blurb on research (see example A)
- B. Time

    length of school year and day (Adm.: 2-5) Note 1
    absenteeism (Tchr Q: 2-4)
    transiency (Adm.: 1)
    class size (Tchr Q: 2)
    class length (Tchr Q: 6-7; Adm.: 6)
    how class time is used (Tchr Q: 6, 10, 11)
    interruptions to class time (Tchr Q: 5)
    homework (Tchr Q: 12-14)
    supplemental instruction (Tchr Q: 8, 9) Note 2

- C. Criterion-Relevant Instruction

    - Basals
        Schools basal policy (Adm.: 7)
        Teachers' use of basals (Tchr Q: 15-18)
        Basal related materials in use (Tchr Q: 19)
    - Supplementary materials used (Tchr Q: 20)
    - Correspondence of material taught with material tested. (See Content Match description elsewhere in Appendix 9) also use (Adm: 8,9) here.

III. Motivators

- A. Blurb on Research (see example B)
- B. Curriculum Motivators

    - Variety of materials used (Tchr Q: 21)
    - Attractiveness of materials to students (Tchr Q: 23)

- C. Interpersonal Motivators

    - Conversations with/about students (Tchr Q: 24d, 24e)

- Opportunity for self-management and peer interaction (Tchr Q: 24a, b, c)

- Rewards for good work/behavior (Tchr Q: 25-26)

- Reprimands for poor work/behavior (Tchr Q: 27-28)

IV. Structure

A. Research Blurb (see example 3)

B. Instructional Objectives

Overall plan (Adm.: 12; Tchr Q: 47)

Teachers' sources of objectives (Tchr Q: 30)

Source of daily lesson plans (Tchr Q: 29)

Teachers share objectives with students (Tchr Q: 31)

C. Matching

Beginning of year placement (Tchr Q: 36-38; Adm.: 10)

Assessment of Mastery (Tchr Q: 39-41, 44, 48a)

Appropriateness of materials (Tchr Q: 35)

Individualization of assignments (Tchr Q: 45)

Recording Mastery (Tchr Q: 42-43, Adm.: 11)

D. Sequencing and Pacing

Source of daily lesson plan (Tchr Q: 29, 46)

Alterations to sequence (Tchr Q: 32, 33)

Additions to sequence (Tchr Q: 34)

Pacing (Tchr Q: 16-18, 47)

E. Grouping

Class grouping (Tchr Q: 1-2)

V. Instructional Events

A. Research Blurb (see example D)

(N.B. data on this construct are best gathered by observation; thus, there are relatively few items in this category on the instrument.)

B. Instructional interactions

- Academic feedback (Tchr Q: 22)
- Use of manipulatives (Tchr Q: 48b, c)

C. Management

- Disruptive behavior (Tchr Q: 51-52)
- Uses of aides (Tchr Q: 53-54)
- Percent of time spent in various settings (Tchr Q: 49, 50)

VI. Perceptions re Inservice

Tchr Q: 55; Adm: 13-14

NOTES

1. Use items 3 and 4 to determine length of school day.
2. If students are pulled out for more math or receive separate math instruction, you may wish to collect information about the degree to which this separate instruction is integrated with class work.

APPENDIX 9

SAMPLE PROGRAM ANALYSIS REPORT OUTLINE -- LANGUAGE ARTS

The Language Arts report can follow fairly closely the outline of the math report with the following exceptions:

1. On many items, separate statements will be needed for spelling, grammar and composition.
2. Teacher Questionnaire items 21-23 are PCRP related. (They may be considered motivational or instructional events or opportunity.) You may wish to report in the criterion - relevant section after describing supplementary materials or in the instructional events section under instructional interactions.
3. Administrator items 10-11 are also PCRP related. They may be reported along with Teacher Questionnaire 21.

APPENDIX 9

CONTENT MATCH

None of the program analysis instruments include items that tap the most important aspect of criterion-relevant instruction, the match between what is taught and what is tested on the school's standardized achievement test (s). Since this match had been found to be one of the most important factors in achievement, the linker will probably want to encourage the LAT to investigate the degree to which teachers' instructions and content tested overlap.

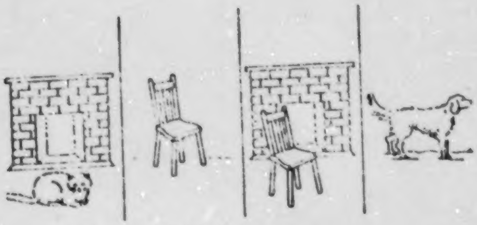
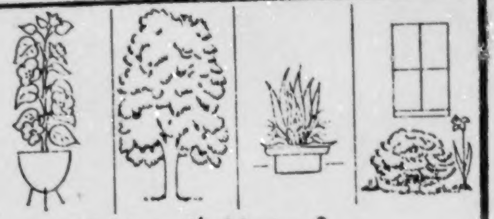
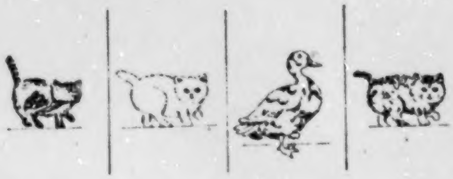
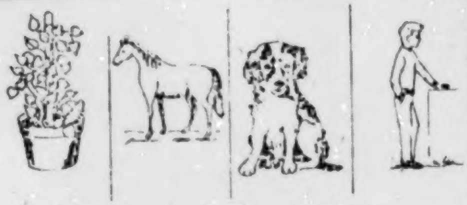
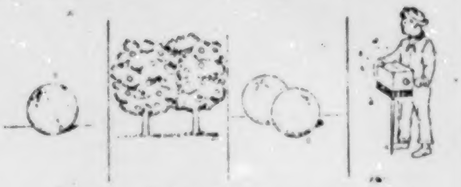
The following procedure has been established for matching content and test. Each teacher is given a copy of those standardized achievement subtests taken by students in his/her class (es) for the content of concern. Each teacher is then asked to indicate for each item on the test (s) whether the skill measured by the item:

- has been taught using the same format,
- has been taught but always in a different format,
- is assumed to have been taught earlier (i.e., at a lower grade level), or
- is assumed to be taught later (i.e., at a higher grade level).

Sample formats are provided. These copies consist of a column of test items reproduced onto a response sheet. Sample reports of this type of data are also provided. These reports can be included in the main program analysis report, under opportunity. The discussion of such data can be very productive in that it can lead to investigations of the content of curricular materials in use and practices in pacing of material, examination of the appropriateness of the test, and/or additional work on the continuity of instruction from grade to grade, or subject to subject.

The procedure is time consuming, but since the variable under investigation has been shown to be significantly related to achievement, the time investment is worthwhile.

SAMPLE CONTENT MATCH CHECKING FORMAT
GATES-MAGINITIE READING TEST

	TEACH		DO NOT TEACH	
COMPREHENSION Student identifies correct picture.	Same format	Different format	Assume taught earlier	Assume taught later
 1. Mark the cat.				
 2. Which is the big tree?				
 3. Here is the white kitten.				
 4. This is a boy.				
 5. Here are two oranges.				

SAMPLE CONTENT MATCH CHECKING FORMAT
GATES-MAGINITIE READING TEST

COMPREHENSION

	TEACH		DO NOT TEACH	
	Same format	Different format	Assume taught earlier	Assume taught later
1 First Mother measured the milk, baking powder, shortening, flour, and sugar. Then she mixed these together with two beaten eggs. Finally she poured the batter into a pan and put the pan into the oven. A. Mother was making a cake a dress soap the beds B. She did not use any milk pepper eggs sugar				
2 In one city, children five or under ride the bus free. For children between five and twelve years old, the fare is 10 cents. People twelve or over pay 15 cents. A. An adult would pay nothing 10¢ 12¢ 15¢ B. The amount a person pays depends upon his height weight age worth				
3 When Susan stepped into the living room she could not at first tell what had happened. The lamp was lying broken on the floor, and the newspaper was scattered about. But when she saw the chewed slipper, she knew who the culprit was. A. The living room looked neat shut [illegible] messy B. Who was the culprit? the wind a burglar a puppy a bird				
4 Ruth was busily getting her costume ready for the party. She had already made a tall pointed hat out of black paper. She and her mother had just finished a long black cape. The broom that she would ride was standing in the corner. A. Ruth was going to the party as a witch ghost cowgirl pumpkin B. Ruth still needed a hat cape broom mask				

Level 2

SAMPLE CONTENT MATCH CHECKING FORMAT
CTBS READING TEST

READING VOCABULARY	TEACH		DO NOT TEACH	
	Same format	Different format	Assume taught earlier	Assume taught later
Directions: Look at the underlined word. Then read the words below it. Choose the word that means the same, or about the same, as the underlined word. Fill in the space on your answer sheet that has the same numeral as the answer you choose. 1 excellent book 1 expensive 2 new 3 outstanding 4 unusual				
2 dash home 5 dance 6 hurry 7 send 8 stay				
3 accomplish the task 1 announce 2 complete 3 study 4 work				
4 terrible fright 5 delight 6 jump 7 noise 8 scare				
5 possession of property 1 intention 2 loss 3 ownership 4 sale				

Level 2

SAMPLE CONTENT MATCH CHECKING FORMAT
CTBS READING TEST

READING COMPREHENSION	TEACH		DO NOT TEACH	
	Same format	Different format	Assume taught earlier	Assume taught later
Directions: Read each passage. Then do the items following it. Choose the best answer for each item. Fill in the space on your answer sheet that has the same numeral as the answer you choose. *1* Do skyscrapers ever grow tired *2* Of holding themselves up high? *3* Do they ever shiver on frosty nights *4* With their tops against the sky? *5* Do they feel lonely sometimes *6* Because they have grown so tall? *7* Do they ever wish they could lie right down *8* And never get up at all?				
1 The poet wonders if skyscrapers get tired from 1 growing so tall 2 shivering at night 3 holding themselves up 4 lying down and not getting up				
2 This poem is mainly about 5 how skyscrapers feel 6 what skyscrapers are 7 why skyscrapers are tall 8 where to find skyscrapers				
3 In this poem, the author used the word "sky" in line *4* to rhyme with 1 die 2 high 3 lie 4 tired				

Level 2

SAMPLE CONTENT MATCH CHECKING FORMAT
CTBS READING TEST

LANGUAGE EXPRESSION	TEACH		DO NOT TEACH	
	Same format	Different format	Assume taught earlier	Assume taught later
Directions: Read each sentence and decide whether a period (.), a common (,), a question mark (?), or a quotation mark (") is needed. Then fill in the space on your answer sheet that has the same numeral as the answer you choose.				
1 Are you going to take guitar lessons . , ? " 1 2 3 4				
2 The magazine is mailed from Atlanta Georgia. . , ? " 5 6 7 8				
3 That parrot is trained to do tricks . , ? " 1 2 3 4				
4 A variety of crops is raised in California: vegetables, nuts citrus fruits, and grapes. . , ? " 5 6 7 8				
5 Our class will visit the museum on Feb 21. . , ? " 1 2 3 4				
6 "This summer I want to play tennis swim, and lie in the sun. . , ? " 5 6 7 8				
7 I'm late for school!" cried Randy. . , ? " 1 2 3 4				

First grade - Form F/Primary I

Data were available from one teacher on this instrument. This teacher reported separately for the two basal series, Harper Row and Economy. Data to the left of the slash mark are for the Harper Row series; data to the right of the slash mark are for the Economy series.

	Number of items					
Section title	In section	Taught different format	Taught same format	Assumed taught earlier	Assumed taught later	No response
Work picture and sentence picture association..........	10	10/3	0/0	0/7	0/0	0/0
Reading comprehension........	16	0/10	3/6	0/0	13/0	0/0
Vocabulary..................	18	9/14	7/3	0/0	2/1	0/0
Alphabetization..............	7	3/7	0/0	0/0	4/0	0/0
Capitalization...............	11	0/0	9/9	0/0	3/3	0/0
Punctuation..................	9	0/0	6/6	0/0	3/3	0/0
Spelling.....................	20	9/12	1/1	0/0	9/6	1/1
Usage........................	16	5/5	0/0	0/0	5/5	6/6
Total..................	107	36/51	26/25	0/7	39/18	7/7
Percent................	100	34/48	24/23	0/7	36/17	7/7

Transitional first to second grade - Form F/Primary I

Data were available from one teachers on this instrument.

Section title	Number of items In section	Taught different format	Taught same format	Assumed taught earlier	Assumed taught later	No response
Work picture and sentence picture association..........	10	0	10	0	0	0
Reading comprehension........	16	16	0	0	0	0
Vocabulary..................	18	0	18	0	0	0
Alphabetization..............	7	7	0	0	0	0
Capitalization...............	11	0	11	0	0	0
Punctuation..................	9	0	9	0	0	0
Spelling.....................	20	0	20	0	0	0
Usage........................	16	0	16	0	0	0
Total..................	107	23	84	0	0	0
Percent................	100	21	79	0	0	0

APPENDIX 13

SAMPLE GROUND RULES FOR SELECTION

1. Decisions will be made by a two-thirds majority vote by regular LAT members only--and with all members present. The floating member will not vote.

2. Outcomes that get through initial screening will be shared with the entire school staff.

3. The LAT will inform the school staff and administrators how the LAT arrived at the criteria for selection.

4. All classroom teachers, the principal, the guidance counselor, the reading specialist, the phys ed teacher, and the music teacher will participate in the final selection.

5. The LAT will decide which members travel on visitation. The type of session (i.e. awareness or training) will determine the group composition.

6. Ground rules and criteria may be altered according to rule #1.

APPENDIX 21

TREATMENT AND COMPARISON GROUPS

(From A practical guide to measuring impact on student achievement by Horst, Tallmadge and Wood)

Evaluation Models

1. Posttest comparison with matched groups

   Requires that children be paired in terms of pretest measures and one member of each pair be randomly assigned to treatment and control groups.

2. Analysis of co-variance

   Appropriate to use where individual pupils are randomly assigned to treatment groups or where pre-existing groups sufficiently similar to be considered random samples from a single population are used. ANDCOV provides adjustment to compensate for pretest score differences where such differences were due to random sampling fluctuations (chance factors). To be effective, this adjustment requires a high degree of correlation between pre and posttest scores.

3. Special regression models

   Regression projection model
   Regression - discontinuity model

   In both models, selection of treatment participant is decided by a cut-off score on the pretest

4. General regression model

   Posttest differences between any two or more groups can be tested, with adjustments for a number of quantifiable variables.

   When used to equate groups which actually differ systematically, regression models systematically underadjust.

   Takes a statistical specialist

5. Norm-referenced model *

   Project children are compared to a group usually comprised of a nationally representative sample of children at the same grade level. No treatment expectation is that posttest achievement status will be the same in respect to the norm group as pretest.

* Recommended for use by LAT.

APPENDIX 21

NORM-REFERENCED MODEL

Summary

General Characteristics. Project children are compared to a norm group usually comprised of a nationally representative sample of children at the same grade level. The no-treatment expectation is that the project pupils will maintain, at posttesting, the same achievement status with respect to the norm group as they had at pretesting. If their posttest status is higher, the assumption is made that the improvement resulted from participation in the special project.

Strengths. Where no comparison group is available, the norm group provides a plausible estimate of no-treatment posttest scores. Even where a comparison group is available, unless it comes from the same population as the treatment group, the Norm-referenced Model offers a more defensible estimate of posttest performance at substantially less cost and effort than a comparison-group design.

Weaknesses. The validity of the model rests on the assumption that the achievement status of a particular subgroup remains constant relative to the norm group over the pre- to posttest interval if no special treatment is provided. Empirical support for this assumption is minimal. It is conceivable that some subgroups would move up and others move down in the normal course of events. When the norm group is like the treatment group, the plausibility of the underlying assumption is greatly enhanced; thus, for example, norms for gifted children would be best for assessing a project serving such pupils.

Implementation Considerations. This model is widely applicable as it does not require a comparison group. The model requires the use of standardized tests. The same level of the same test should be used for both pre- and posttesting. Program participants may not be chosen on the basis of their pretest scores. Both pre- and posttesting must be accomplished on dates corresponding to the ones on which the test publisher collected normative data.

Implementation Procedures.

Step One: Select a suitable standardized test which has real (not projected) normative data points at dates which are suitable for pre- and posttesting. Information about the normative data points for some of the most commonly used instruments is presented in Appendix A. Similar information about other tests can be derived from the Technical Manuals provided by the test publishers.

It can be seen from Appendix A that most tests have only a single data point either in fall, winter, or spring. Use of these tests requires then, a 12-month pre- to posttest interval. If high student turnover is expected, it might be better to choose a test for which normative data have been collected in both fall and spring even though the choice of tests is then quite limited.

Step Two: Administer and score the test in exact compliance with the procedures specified by the test publisher. Each test score should be converted to standard or scale scores. If the tests are scored by a scoring service, be sure to specify that each raw score should be converted to its standard or scale score equivalent.

Step Three: Compute the means and standard deviations of the pre- and posttest distributions of the standard or scale scores if these are not provided by a test scoring service. Also compute the correlation between pre- and posttest scores. Computational formulas for these "summary statistics" can be found in any elementary statistics book. It is necessary, of course, to do separate computations for each grade level participating in the project.

Step Four: Look up the percentile equivalents of the mean pretest and posttest standard or scale scores in the norm tables corresponding to the pre- and posttest administration times. The pretest percentile score is used to derive the no-treatment posttest expectation. In the absence of a special treatment, it would be expected that a group of pupils would maintain its standing relative to the norm group. Thus, the expected posttest mean score can be found by looking up the standard or scale score equivalent of the pretest percentile in the posttest norms table. This score constitutes the expected no-treatment posttest mean.

Step Five: Examine the obtained posttest mean in relation to the expected one. If the obtained or observed mean is larger than the expected one, there may be some reason to believe that the project was effective. The statistical significance of the difference should be checked using the following formula:

$$t_{N-1} = \frac{\bar{Y} - \hat{\bar{Y}}}{\sqrt{\dfrac{s_X^2 + s_Y^2 - 2r_{XY}s_Xs_Y}{N-1}}}$$

where $\bar{Y}$ = observed mean posttest score

$\hat{\bar{Y}}$ = expected mean posttest score

s_X = pretest standard deviation

s_Y = posttest standard deviation

r_{XY} = correlation between pre- and posttest scores

N = number of children

$N-1$ = degrees of freedom

The one-tailed probability of the computed t can be found in the tables provided in most standard statistical tests. If it is less than or equal to .05 ($p \leq .05$), the special project may be said to have produced statistically significant achievement gains.

There is no generally accepted criterion for deciding whether the size of the gain is large enough to be considered educationally significant. Since standardized tests are used, the standard deviation of the national norm group (σ) provides a useful reference. As a rule of thumb, the authors suggest that if the observed posttest scores exceed the no-treatment expectation by one-third of a standard deviation, the treatment effect be considered educationally significant. In other words, if

$$\bar{Y} - \hat{\bar{Y}} \geq \sigma/3$$

the gain may be considered educationally significant.

Appendix 21

FACTORS TO CONSIDER IN TEST SELECTION

A good measuring instrument should provide its user with the information he needs to fulfill his objectives or the goals of his measurement program. It should do this consistently with a reasonable expenditure of time, effort and money. In order for a test to meet these requirements for practical efficiency in an educational setting it must possess adequate validity and reliability and provide clear instructions for administration as well as providing a usable set of norms. Of all these requirements the most important is validity; reliability is a prerequisite for validity but without validity of some sort reliability is meaningless. If a test has no validity for any purpose then norms based on such a test would be meaningless.

All of these factors will be reviewed and analyzed in this paper in the following order: validity, reliability and then the other areas relevant to test efficiency.

Validity

According to the APA standards for educational and psychological tests and manuals, three of the aims of testing are:

1. The test user wishes to determine how an individual performs at the present in a universe of situations that the test situation is claimed to represent.

2. The test user wishes to forecast an individual's future standing on some variable of particular significance that is different than the test.

3. The test user wishes to infer the degree to which the individual possesses some hypothetical trait or quality (construct) presumed to be reflected in the test performance. (1966)

To determine the degree to which a measuring instrument meets these various needs of the test user, several concepts of validity must be considered.

Content Validity

In considering the first purpose of test users, as stated above, the concept of content validity is the most important. Basically, content validity is a determination of how well the content or the items of the test represent the universe of all possible items in relationship to the variable that is being measured. Helmstadter (1964) subdivides content validity into three types; face validity, sampling validity and factorial validity. Each of these subtypes will be considered individually.

Face validity is concerned with what, on the surface, a test appears to measure. This is a subjective evaluation involving a review of the actual test items. This review is often done by the test user and he makes his decision on whether or not to use the test on the basis of this review.

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FACTORS TO CONSIDER IN TEST SELECTION-(cont'd)

When constructing a new instrument the items may be submitted to a panel of experts in the area the test professes to be measuring for an evaluation of face validity. These experts evaluate each item on a continuum from one to nine and then a Thurstone scaling technique described in Edwards is used to compute a Q-value for each item. Items with a specified cut-off Q-value are discarded.

Sampling validity requires a definition of all specific categories of behavior involved in the definition of the specific trait or content area to be measured. Then, again on the basis of expert judgment, it must be determined whether or not there is a sufficient number of items within each category which will discriminate between persons who possess the trait or knowledge that is being measured and those persons who do not possess the trait or knowledge.

Factorial validity uses the technique of factor analysis to determine content validity of a test. This technique provides the minimum number of traits or factors which account for the observed relationships among the tests or subtests of the total test. A matrix of the intercorrelation among all of the tests is given. Then each trait or factor is considered individually with the effects of other variables partialled out. The degree to which this factor contributes to the variance in each test is given in the table of factor loadings. These factor loadings are an index of the degree to which each subtest measures the specified variable or factor.

Criterion-Related Validity

The second purpose of testing, as stated above, requires that a test have criterion related validity. This type of validity requires that the test scores be compared with external variables that are accepted as a direct measure of the characteristic, behavior, knowledge, or skills the test claims to measure.

Criterion related validity may be concurrent or predictive. Concurrent criterion related validity is established by administering a test to persons who have already demonstrated a specific level of the criterion behavior, knowledge or skill. A correlation coefficient is computed between their scores on the test and their criterion level score. Concurrent validity can also be established by administering both the experimental test and a test which has been accepted as a valid, reliable measure of the trait the new test purports to measure at the same testing session. The correlation coefficient of these two scores is an estimate of the criterion related validity of the new test.

Predictive criterion related validity can be established by computing a Pearson Product Moment Correlation Coefficient between a score on a test and the level of future achievement on the specified behavior. If data is available on a population which had taken the test and also on the levels of achievement on criterion behavior for this population, then tables of expectancy may be provided showing probable predicted criterion levels for specific scores on the predictive measure.

There are three indices of the correlations between a test and a criterion measure which are useful in determining predictive validity estimates. The first of these is the standard error of the estimate which provides confidence limits for predicted scores. This is obtained by multiplying the standard deviation of criterion scores by the square root of one minus the squared correlation coefficient between the predictive measure scores and the criterion level scores.

The second of these indices is the coefficient of alienation. This is the ratio of the standard error of the estimate to the standard error of the criterion scores. This coefficient can be used to offset the fact that the standard error of the estimate is a function of the standard deviation of the criterion score distribution and when the criterion measure is expressed in large numbers the standard of the estimate will be large, if the criterion scores are expressed in small numbers the standard error of the estimate will be small. If the coefficient of alienation is used this will be avoided.

A simple estimate of the accuracy of prediction can be obtained by squaring the correlation coefficient between the predictive test scores and the criterion measure scores. This is the relative reduction in error and is based upon dividing the difference between error of estimate in prediction that occurs without the test and the error in prediction that occurs with the use of the test by the original error occurring without the test.

Construct Validity

Basically construct validity is concerned with the investigation of the theoretical concepts which a test measures and the degree to which these constructs account for performance on the test. In testing construct validity, first, a hypothesis must be stated, on the basis of specific theory or construct, regarding expected behavior of subjects who will score high and those who score low on the test. Second, data must be gathered to test these hypotheses and finally on the basis of the data collected inferences as to whether or not the underlying theoretical basis for the test will explain adequately the data. If the theory and the data are contradictory either the theory, the test or both must be revised and reformulated or rejected and replaced.

Usually construct validity is established by computing the correlation between an experimental test and a test that has been accepted as a currently experimental test. In an experimental procedure to establish construct validity one would administer the test which he has specified is measuring a specific construct on the basis of a stated theory or rationale. After the test session the subjects are placed in a situation which will produce responses congruent to the behaviors predicted by their test scores. Comparisons or correlations are then made between behaviors of the subjects as predicted by the test and those elicited in the real situation. If the test doesn't accurately predict behaviors demonstrated by actual situations employing the specified theory then it doesn't have construct validity.

Another estimate of construct validity mentioned by Helmstader is that of internal consistency. However, both Stanley (1964) and APA (1966) consider internal consistency to be a measure of reliability rather than of construct validity. Evidence of internal consistency, or interitem correlations, implies that a test is measuring a homogeneous trait. The Kuder-Richardson Formula 20, a split-half technique, is used to compute estimates of internal consistency.

Although discussed as separate entities, the three forms of validity are independent only when considered conceptually. In actual practice, test preparation involves all three. The intended use of a test determines which of the validity estimates are most important to the test user.

FACTORS TO CONSIDER IN TEST SELECTION (cont'd)

In an achievement test usually content validity is of prime consideration if it is to be used only to measure achievement levels. If however, this test score is used for admission testing then predictive validity should be of interest. Whether the test measures other abilities related to the primary content and whether it measures recall or understanding of concepts would both be matters which depend upon construct validity.

Reliability

Stanley (1964) states that "Reliability is a necessary but not sufficient condition for validity." Validity is the usefulness of a test for specific purposes; reliability is the consistency or stability of the measurement. A test must have reliability to be valid. A useful test must be consistent in its measurement. A test which is totally unreliable has no validity. The maximum possible validity is the square root of the reliability coefficient. This close relationship between validity and reliability clearly supports the importance of establishing the reliability of a test as well as its validity.

The procedures for determining the reliability of a test are all derived from the basic facts that an observed score is made up of two components, the true score and the amount of error which occurred to the time of measurement; and the distribution of observed scores has a variance equal to the sum of the variance of the true scores plus variance of error. Reliability is defined as the ratio of the true score variance to observed score variance. If all variance is due to error in measurement then the reliability is 0. If there is no variable error at all, reliability is equal to 1. Usually estimates of reliability are somewhere between 0 and 1 and are indices of the amount of variable error in the test.

Procedures Used to Determine Reliability

Test-retest reliability is established when the same test is administered at two different times. The correlation coefficient computed between the first test and the second test is the coefficient of stability or the reliability of the test over X period of time.

Frequently it is not practical to administer test-retest over time and it is necessary to use a split-half or coefficient of equivalence procedure. This procedure consists of dividing one test into equal sections or halves after it has been administered. There are many ways of doing this but usually you can take the odd items versus even items and treat each half as a separate test. A correlation coefficient using the Spearman Brown Prophecy Formula is computed between the halves and used as an estimate of the reliability of the total test. (This estimate may be spuriously high for speeded tests.) Other correlation coefficients which may be used on split-half reliability computations are the Guttman and the Kuder-Richardson 20. Analysis of variance procedures can also be used, according to Hoyt, and the correlation coefficient would be computed by dividing the difference between the mean square for individuals and the mean square for residual by the mean square for individuals.

Reliability is affected by several factors: the procedures used; the length of a test; the composition of the population; speededness; and testing conditions, both intrinsic and extrinsic. In the area of procedures, the parallel test-retest procedure is the most conservative estimate of reliability; the split-half procedures are the least conservative and are usually an inflated estimate of reliability; the analysis of variance procedure is the most sophisticated and its

FACTORS TO CONSIDER IN TEST SELECTION (cont'd)

probably quite conservative. The range of ability within a population will effect reliability estimates. A restricted range of ability decreases the observed variance and decreases the reliability estimate. Intrinsic and extrinsic testing conditions affecting reliability are varied. The subjects' state of mind, the environment, the examiner's attitude, the arrangement of items in the test all contribute to observed variance and thus affect the reliability estimates.

Additional Information Relevant to Test Efficiency

In addition to estimates of reliability and validity, a test should have an established set of scales for reporting scores. Standard scores, percentiles, grade norms are all means of reporting scores which are more meaningful than raw scores. These derived scores show individual subject scores in relationship to the total distribution of scores. When norms are reported the specific population on which they were computed should be adequately described so the user can judge whether or not his population fits the norm group. Adequate directions should be available for the administration and scoring of the instrument and for an adequate interpretation of scores and profiles.

Summary

The concepts of validity and reliability of measurement instruments have been reviewed in relationship to the APA specified purposes of test users. Other information necessary to efficiently use a test have also been specified. It follows that any good test manual should provide enough information in these various areas for the operational use of a test. What standards can the test user utilize to determine if the information provided by the test manual is adequate for the effective use of a test? The APA has provided specific standards for test manuals which state that certain kinds of information are essential for the proper use of a test.

APPENDIX 21

EXPERIMENTAL DESIGN

1. Select the pupils for the project. Use the following means:

   a. Recommendation of teacher. Base selection on carefully worked-out criteria or rating scales. The criteria are best developed as a cooperative effort by the teachers who will select the students. If this cannot be done, at least have all teachers review the criteria together so that baselines and interpretations will be mutually understood.

   b. Rating scales. Select the students on the basis of some criteria such as class marks, socioeconomic status, cultural rating scales, or other data obtained from rating scales.

   c. Standardized test results. The use of standardized tests is usually best understood by specialists in educational research. If a standardized test is used for selection of pupils for the project, do not use the same form of the test as a pretest when the pupils become actually involved in the project. A second test must be used. If further information regarding the use of standardized tests is needed, consult a research specialist.

   d. Locally constructed tests. These should be used if the local situation is such that standardized tests are not available.

2. Keep a record of as many pupil characteristics as may be appropriate; i.e., sex, ability level, reading level, socioeconomic classifications, etc. You may wish to show scores on rating scales or achievement tests by these classifications; that is, you may want to compare the performance of the most and least capable students, or the boys and the girls.

3. Establish how the behavior of the pupils at the beginning of a project will be compared with their behavior at the end of the project. This will assure that necessary comparative behavior will be available at the end of the project.

4. Establish the type of experimental design. The U.S. Office of Education recommends the following five types:

   a. Experimental group vs. control group. (Test the project group; test the control group; compare the results.)

   b. Pretest-Posttest gain vs. expected gain. (Predict the expected gain of the project group; test the project group at the beginning of the project; test the project group at the end of the project; compare the difference between the two tests with the original prediction based on publisher's norms.) *

   c. Pretest-posttest gain vs. local, state, or national norms. (Test the project group at the beginning of the project; test the project group at the end of the project; compare the difference in the two scores with the expected difference according to already established local, state, or national norms.)

   d. Pretest-Posttest gain vs. posttest projected from last year's class. (Test the project group at the beginning of the project; test the project group at the end of the project; compare the difference in scores with the expected difference as projected from last year's class.)

   e. Pretest-Posttest gain with no other basis for comparison. *

* Recommended for use by the LAT.

APPENDIX 22

STATISTICAL ANALYSIS PROCEDURES

(From: A Guide to Assessment and Evaluation Procedures

New England Educational Assessment Project, October, 1966)

1. How to determine whether the gains made by pupils on tests and rating scales are statistically significant.

   To be considered statistically significant, any improvement or "regression" from pretest to posttest in the score of a pupil or the average score of a class must be shown to be greater than that expected purely by chance due to measurement error (standard error of measurement) of the test. The levels of chance commonly acceptable are 15.5, or 1 time out of 100. For example, you would want to know whether a gain of 4.6 points would have occurred by chance as often as 15.5 or 1 percent of the time.

   For each level used (such as Grade 4, arithmetic reasoning) of a given test, the amounts of change may be estimated for each of these three levels of significance, and the change of each pupil or class compared with them and proclaimed as statistically significant at that level if it exceeds them, or as not statistically significant if it does not exceed them.

   To estimate these minimum amounts of change required to be significant, it is necessary to compute the standard error of measurement of a difference between scores of the same pupil or class. The formulas are:

   Standard error of measurement of a difference in one pupil's pretest-posttest scores on two forms of the same test $= \sqrt{2s^2\text{meas.}}$

   and

   Standard error of measurement of a difference between mean pretest-posttest averages for a class of pupils on two forms of the same test $= \sqrt{\frac{2S^2\text{meas.}}{N}}$

   where

   N is the number of pupils in the class
   Smeas. is the standard error of measurement (standard error of a score) of the test. (How to find it is given on page A22.2).

   The standard error of measurement of a difference is multiplied by the appropriate multiplier (ordinate on a normal curve): 1.44 for the 15% level, 1.96 for the 5% level, and 2.58 for the 1% level, and the gains obtained in the project compared with it.

Example: Given N 20 and Smeas. = 2.5

Gain of Pupil C 6 points
Gain of Class 2.15 points

For pupil, standard error equals

$$\sqrt{(2)\ (2.5)(2.5)}$$

$$= 3.54$$

For class, standard error equals

$$\sqrt{\frac{(2)\ (2.5)\ (2.5)}{20}}$$

$$=.791$$

	Pupil	Class
15% level:	(3.54) (1.44) = 5.10	(.791) (1.44) = 1.14
5% level:	(3.54) (1.96) = 6.94	(.791) (1.96) = 1.64
1% level:	(3.54) (2.58) = 9.13	(.791) (2.58) = 2.04

The conclusions are that for any pupil in the class gaining or regressing 6 points the change is statistically significat at the 15% level; for any pupil gaining or regressing 7 to 9 points, the change is statistically significant at the 5% level; and for any pupil gaining or regressing 10 or more points, the change is statistically significant at least at the 1% level. Similarly, for any class with an average change of 1.14 to 1.63 points, the change is statistically significant at the 15% level; with 1.64 to 2.03 points, at the 5% level; and with 2.04 or more, at the 1% level. Pupil C "makes it" at the 15% level, and the class at the 1% level.

To find the standard error of measurement of a test (Smeas.)

a. For standardized tests: The standard error of measurement is given, usually, for each grade level, for each test or subtest in the manual accompanying the test in the section or table labeled "reliability". Sometimes this section, in recent tests, is in a separate "technical report". Be sure the scale unit is the same as the one you are using; raw score, grade equivalent, standard score, etc. If not, you must convert it to match.

b. For locally made tests: The standard error of measurement can be estimated from the following formula.

$$\text{Smeas.} = \text{SD} \sqrt{1 - \text{Rrel.}}$$

where

SD is the standard deviation of actual scores by the class for one testing session Rrel. is the coefficient of reliability of the test.

To find the coefficient of reliability (Rrel.) of a locally made test:

A test's reliability may be conveniently estimated by correlating the two sets of scores for a group from a test-retest administration of the same form of test, using the Pearson Product-Moment Coefficient of Correlation, with no more than a day or two between test and retest. Alternatively, if speed is not an important factor (each pupil actually attempts each question), either the split-half, corrected for length, or a Kuder-Richardson formula may be used. In the split-half, each pupil's paper from one administration of the test is scored in two parts:

the odd-numbered items, and the even-numbered items. These two sets of "half-scores" are correlated by means of the Pearson Product-Moment Coefficient; and the result corrected from half-length by means of the Spearman-Brown formula:

$$\text{Rrel.} = \frac{2r}{1 + r}$$ where r is the correlation between test halves.

Probably the most convenient Kuder-Richardson formula is number 21:

$$\text{Rrel.} = \frac{K}{K - 1} \quad 1 - \frac{M(K - M)}{K\,(SD)^2}$$

where

K is the number of items in the test
M is the arithmetic mean (average score)
SD is the standard deviation of these scores from one administration of the test to a class.

To find the reliability coefficient of a rating scale, probably the simplest method is the test-retest, as above, for each separate scale used. Possibly (with statistical consultation) the Kuder-Richardson formula given above could be used, with K = the largest number of points possible on that scale.

Are the changes in questionnaire responses statistically significant?

For example, if 15 of a class of 31 pupils responded "yes" or checked a statement in the pretest, and 21 on the posttest, is the change statistically significant? To compare this change with the three magnitudes necessary to be significant at the 15%, 5% and 1% levels (as outlined above) a "two-by-two" table is set up:

Posttest

Pretest	not checked	checked	total
checked	a	b	a + b
not checked	c	d	c + D
Total	a + c	b + d	a + b + c + d

Example:

5	10	15
5	11	16
10	21	31

The number to find (called the "Critical Ratio" in this case) is found from the formula:

$$\text{critical ratio} = \frac{d - a}{\sqrt{a + d}}$$

Example: $$\frac{11 - 5}{\sqrt{5 + 11}} = \frac{6}{4} = +1.5$$

Using the same critical numbers as before:

1.44 for the 15% level, 1.96 for the 5% level, and 2.58 for the 1% level, compare your result with these critical numbers to see at which, if any, level your results are significant beyond change. Example: Since 1.5 is not larger than 1.96, but is larger than 1.44, the change is significant at the 15% level for this class.

3. If there is no significant change between pretest and posttest results, of what value has the project been?

As scientific research is not judged fruitless when results are zero or "negative", neither should unsuccessful projects be considered useless. Favorable results are not necessities. It is worthwhile to know what brings no or negative results in a certain educational community. This information, when combined with results from other communities, leads to improved education on a nationwide basis.